

**DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES**

<b>Course Number &amp; Title: HS 101 (English Communication Skills)</b>
L-T-P-C: 2-0-2-0
Type of Letter Grading (Regular Letter Grades / PP or NP Letter Grades):
Kind of Proposal (New Course / Revision of Existing Course): Revision of Existing Course
Offered as (Compulsory / Elective): Compulsory
Offered to: B Tech/B.Des Semester I
Offered in (Odd/ Even / Any): Odd
Offered by (Name of Department/ Center): Humanities and Social Sciences
Pre-Requisite: A Classroom with movable furniture for flipped class ; Multi-media Language Laboratory
Preamble / Objectives (Optional): The Course has the following objectives:  The Course will help the learners to develop general proficiency in English in terms of listening, speaking, reading and writing, gain confidence to use grammatically accepted English for communication, gain confidence to speak English intelligibly, learn to use self - study strategies, use interpersonal communication skills effectively, become aware of the skills of critical thinking, information transfer and problem solving, develop analytical skills.
Course Content/ Syllabus <i>(as a single paragraph if it is not containing more than one subject. Sub-topics/ Sections may be separated by commas(,). Topics may be separated by Semi-Colons(;). Chapters may be separated by Full-Stop(.). While starting with broad heading, it may be indicated with Colon symbol before the topics. For example: Multi-variable Calculus: Limits of functions, Continuity, .....)</i>  <i>General proficiency in English and Communication skills:</i>  Listening: <i>What is listening, difference between listening and speaking, barriers to listening, effective listening strategies, comprehending social conversation, comprehending narrations and academic lectures.</i> Speaking: <i>Understanding accent (intelligibility, Indian and non-Indian accents), nuances of fluency; understanding effective speaking strategies, using language in various situations such as - introducing oneself and others on formal and informal situations, asking for information and giving information, describing people, places and objects, narrating events, explaining processes and products, expressing opinions, arguing, giving instructions, taking part in conversation and group discussions understanding turn taking strategies, making short presentations.</i> Reading: <i>Reading simple narratives and comprehending the gist, identifying topic sentences, identifying cohesive devices and their functions, comprehending texts of different genres and content matter.</i> Vocabulary: <i>understanding different aspects of a word, learning various strategies to develop vocabulary, using a dictionary for developing</i>

vocabulary. Grammar: Revising grammar already learnt – use of articles, quantifiers, punctuation, use of tenses, gerunds and infinitives, present participles, subject verb concord, adverbs, nouns, pronouns, prepositions, use of connectives, use of adjectives and adverbs, common errors. Writing: Writing short paragraphs with the help of topic sentences, cohesive devices, writing narratives of minimum three paragraphs, developing information transfer skills, summarising and paraphrasing, note-taking, note-making, writing short reviews, writing short reports.

Books (In case UG compulsory courses, please give it as “Text books” and “Reference books”. Otherwise give it as “References”.

Texts: (Format: Authors, *Book Title in Italics font*, Volume/Series, Edition Number, Publisher, Year.)

1.	Jayashree Mohanraj et al(Eds), <i>Speak Well</i> , First Edition, Orient Blackswan, 2012.
2.	
3.	

References: (Format: Authors, *Book Title in Italics font*, Volume/Series, Edition Number, Publisher, Year.)

1.	<i>Oxford Advanced Learners Dictionary of English</i> , Ninth Edition, 2016.
2.	Nitin Bhatnagar and Mamta Bhaatnagar, <i>Communicative English for Engineers and Professionals</i> (Pearson,2010)

## **Level 1 (Courses applicable for the fourth and fifth semesters)**

**HS 106                      Economic Development, Problem And Policy    (3 0 0 6)**

Economic Development: concept, indicators to development, growth and development; Developing countries diverse structure and common characteristics; Obstacles to economic development; Factors of economic growth economic and non-economic; Economic growth in historical perspective: basic concepts, kuznets characteristics of modern economic growth; Historical growth experience, its lessons for developing countries; Capital formation and economic development; Poverty and income inequalities in developing countries; Role of agriculture and industry in economic development; Entrepreneurship in economic development; Technology and economic development; Commercial policy; Balance of payments and trade strategy.

### **Texts**

1. S. K. Misra and V. K. Puri, *Economics of Development and Planning*, Himalaya Publishing House, 1998.
2. M. L. Jhingan, *The Economics of Development and Planning*, Vrinda publications Pvt. Ltd., 1995.

### **References:**

1. M. Todaro, *Economic Development*, Longman, 2001.
2. G. M. Meier, *Leading Issues in Economic Development*, Oxford University Press, 1995.

HS 107

**Problems Of Philosophy (3 0 0 6)**

Existence and the existent; freedom and commitment; reason and emotion; mind-body relationship; the problem of other minds; artificial intelligence.

**Text:**

1. P. M. Church, *Matter and Consciousness*, The MIT press, 1984.
2. C. G. Hill, and P. Lang, *Jean-Paul Satre: freedom and commitment*, 1992.
3. A.C. Ewing, *The fundamental questions of philosophy*, Macmillan, 1951.

**HS 108 American Literature: A Retrospect And Structural English For COMMUNICATION (3 0 0 6)**

The American Dream: Transcendentalism in the poems of Walt Whitman and Emily Dickinson: Pastoral in Robert Frost; The American Paradox; naturalism in John Steinbeck & existentialism in Ernest Hemingway; Self liberation in Mark Twain & Societal values in Arthur Miller; English for communication integrating structural, functional and situational skills.

**Texts:**

1. E. Hemingway, *The Snows of Kilimanjaro*, Scribner, 1961.
2. J. Steinbeck, *The Red Pony*, Mandarin Classics, 1993.
3. M. Twain, *The Adventures of Tom Sawyer*, Penguin, 1998.
4. A. Miller, *A View from the Bridge*, 1987.

**References:**

1. J. H. Richards, *Interchange English for international communication*, Cambridge University Press, 1998.

Introduction: definition, meaning, subject matter and scope of business economics; Demand analysis and forecasting: meaning, type of demand, determinants of demand; law of demand, demand function, elasticity of demand; Demand forecasting: meaning and purpose, methods of forecasting; Production and cost analysis: production function, production analysis, short-run and long-run; Concepts of costs, determination of cost, economies of scale; Pricing: determinants of price, market structure, pricing under different market structures, perfect competition, monopoly and monopolistic competition, pricing methods in practice; Capital budgeting: meaning, evaluation of investment decisions, methods, structure of investment decisions and data needs.

**Texts:**

1. V. G. Mankar, *Business Economics*, Macmillan, 1999.
2. G. S. Gupta, *Managerial Economics*, Tata McGraw Hill Company Limited, 1998.

**References:**

1. J. Dean, *Managerial Economics*, Prentice Hall of India Private Limited, 1951.
2. V. L. Mote, S. Paul and G. S. Gupta, *Managerial Economics*: Tata McGraw Hill, 1998.

**HS 110**

**Voices, Cultures, Strategies**

**(3 0 0 6)**

Diversity of cultures: aesthetics and varying literary genres, haikus of Basho: excerpts from Jorge Luis Borges *Dreamtigers*; selected poems from Rabindranath Tagore's *Gitanjali*; Thomas Stearns Eliot's *The Love Song of J. Alfred Prufrock*; excerpts from Rainer Maria Rilke *Diaries of a young Poet*, A short extract from Chinua Achebe novel, *Things Fall Apart*; *The Past*, and *Somebody Else* by Jackie Kay; The Foreword from Raja Rao's *Kanthapura* and a short excerpt from *The Serpent and the Rope*. Language Strategies: understanding communication in interpersonal, group and public contexts

**Texts:**

1. L. Stryk (Ed), *On Love & Barley: Haiku of Basho*, University of Hawaii Press, 1985.
2. J. L. Borges, *Dreamtigers*, Viking Press, 1996.
3. R. N. Tagore, *Selected poems*, Penguin, 1991.
4. M. Jain (Ed), *Thomas Stearns Eliot: Selected poems*, OUP, 1992.
5. R. M. Rilke, *Diaries of a Young Poet*, W.W. Norton & Company, 1997.
6. C. Achebe, *Things Fall Apart*, Allied Publishers, 1958.
7. J. Kay, *Adoption Papers*, Bloodaxe, 1991.
8. R. Rao, *Kanthapura*, Orient Longman, 1989.
9. R. Rao, *The Serpent and the Rope*, Orient Longman, 1995.
10. J. Seely, *The Oxford Guide to Writing & Speaking*, OUP, 1998.

**References:**

1. S. J. Gearson, *Technical writing, Process and Products*, Pearson Education, 2001.
2. R. B. Adler, *Understanding Human Communication*, OUP, 2003.
3. Susan Stevenson & Steve Whitmore, *Strategies for Engineering Communication*, John Wiley & Sons, 2002.

Philosophy and science: the nature and the structure of science, general characteristics of science, the foundations of modern physics, physics and the mind, the ideas of biology, the social sciences; philosophy and technology: science, technology and industry; moral issues: technology: liberation or enslavement?, medical ethics: case studies, computer ethics, engineering ethics, managerial ethics: ethical decision making and cognitive framework, leadership and ethics, role of organizational context in ethical conduct.; bio- diversity: third world perspective; philosophy of religion: approaches to the study of religion: anthropological, feminist, sociological, phenomenological, psychological.

**Texts:**

1. J. Fieser and J. Powers, *Scriptures of the World's Religions*, Boston: McGraw Hill, 1998.
2. Agassi, and R.S. Cohen, *Scientific Philosophy Today, Vol. 67*, D, Reidel Publishing Co., Dordrecht, Holland. 1982.
3. P. Connolly, *Approaches to the study of religion*, CASSELL, London and New York, 1999.

**Reference:**

1. E.A. Butt, *The Metaphysical Foundations of Modern Science*, Dover Publ., 2003.
2. H. Marcuse, *One Dimensional Man*, Ark Paperbacks 1964.
3. R. Stuewe, *Historical and Philosophical Perspectives in Science*, University of Minnesota Press, Minneapolis, U.S.A. 1970.
4. V. Shiva, *Monocultures of the mind*, TWN, Third World Network, Penang, Malaysia 1993.
5. J. Adler, Mortimer, *10 philosophical mistakes*, Touchstone .1997.
6. D. D. Grazia, T. A. Mappes (Ed) *Biomedical Ethics* New York, Cambridge University, 2003.
7. R. Penrose, *The Large, the Small and the Human Mind*, Cambridge University Press, 1999.
8. S. Richards, *Philosophy and Sociology of Science*, Basil Blackwell, England, 1983.
9. R. Fellows (Ed), *Philosophy and Technology*, Cambridge University Press, 1995.



**HS 112**

**Philosophy: Styles and Methods (3 0 0 6)**

Philosophy as the science of what is: Thales and Anaxagoras; philosophy as poetry: Parmenides and the logic of being; philosophy as dialogue: Socrates against writing; philosophy as analysis: Aristotle on well-being; representation and context in early modern philosophy; the order of discourse: from hermeneutic to structuralism; history and historiography in the enlightenment.

**Text:**

1. J. Barnes, M. Schofield and R. Sorabji (Eds), *Articles on Aristotle*, Vol. 3, Duckworth, 1979.
2. B. Jowett, *The Dialogues of Plato*, D. Appleton & co., 1898.
3. B. Jowett, Aristotle, *Nicomachean Ethics*, Random House, 1937.
4. M. Foucault, *The Order of Things*, Vintage Books, 1973.
5. M. Blanchot, *The Infinite Conversation*, University of Minnesota Press, 1993.
6. G. Gadamer, *Truth and Method*, Sheed and Ward, 1975.
7. M. Heidegger, *Basic Problems of Phenomenology*, Indiana University Press, 1982.
8. S. Kierkegaard, *The concept of Dread*, Princeton University Press, 1944.

Introduction: schools of psychology: pre-scientific era, structuralism, functionalism, associationism, behaviourism, gestalt psychology, psychoanalysis, humanistic & existential psychology, cognitive psychology, fields, emerging fields; Physiological foundations of cognition: peripheral & central nervous systems, impulse transmission, brain imaging & basic neural processes, perceptual processes: vision, audition & other senses; Cognitive development: during infancy, early childhood, later childhood, adolescence, adulthood & old age, cognitive dissonance and cognitive framework in self-attribution; learning & cognition: basic learning processes- habituation, conditioning: classical & operant, cognitive learning, avoidance learning, punishment, generalization & discrimination, concept learning, verbal, motor learning and transfer of learning; Memory: basic neural operations, systems: sensory, STM, organization in STM, working memory, phonological Loop, visuo-spatial sketch pad, LTM, levels of processing, implicit vs. explicit memory, autobiographical memory, constructive memory, measurement of retention, forgetting, theories, improving memories and loss of memory; Language & cognition: language elements, meaning & concepts, pragmatics, verbal & nonverbal communication and psycholinguistics; Thinking: level of processing approach, role of symbols, images & language, concept attainment, problem solving: strategies & stages, reasoning, stages of creative thinking, artificial intelligence.

**Text:**

1. M. Eysenck and M. T. Keane, *Cognitive Psychology: A Student's Handbook*, 4<sup>th</sup> Ed, Psychology Press, 2000.
2. M. W. Eysenck, *Principles of Cognitive Psychology*, 2<sup>nd</sup> Ed, Psychology Press, 2001.
3. J.P. Das, *The Working Mind*, Sage Publications

**References**

1. A. Parker, E. L. Wilding and T. J. Bussey, *The Cognitive Neuroscience of Memory*, Psychology Press, 2002.
2. B. Rapp, *The Handbook of Cognitive Neuropsychology*, Psychology Press, 2000.
3. J. B. Best, *Cognitive Psychology*, 5<sup>th</sup> Ed, Wiley, 1998.

Approaches to culture: basic terms and concepts, idea of culture, definitions, worldviews, scope and development, historical antecedents and recent trends, individual, self, class, community, identity, power, ideology, cultural politics, counterculture, subcultures and cults; Applied and contemporary cultural studies: audience, communication, flow, message, medium, image, high vs pop culture, mass, discourse, the politics of representation, cultural analysis, modern vs postmodern cultures, technology and culture, the idea of the posthuman, extended individuals and prosthetics, cyborgs, hyperreality, simulation, internet, new age wisdom.

**Texts:**

1. J. R. Benton, *Arts and Culture: An Introduction to the Humanities*, Prentice Hall, 1988.
2. M. Gdurham and D. M. Kellner (Eds), *Media and Cultural Studies: Key Works*, Blackwell, 2001.

**References:**

1. P. Brooker, *A Glossary of Cultural Theory*, Arnold, 2000.
2. E. Hallman (Ed), *Cultural Encounters*, Routledge, 2000.
3. F. Mulhern, *Culture/Metaculture*, Routledge, 2000.

Dramatic literature and society; representations of leaders in drama: eastern and western; dramatization of the politics of power; leadership and structures of power; leadership and communication; drama and communication strategies: rhetoric and oratory; major issues in contemporary communication theory; dramatic literature and historical drama; historical drama and dominant conceptions of historical truth and utility of history; introduction to new historicism.

**Texts:**

1. W. Shakespeare, *Julius Caesar*, Oxford University Press, 2004.
2. G. Karnad, *Tughlaq*, Oxford University Press, 1998.

**Reference:**

1. J. Dollimore and A. Sinfield (Eds), *Political Shakespeare: essays in Cultural Materialism*, Manchester University Press, 1985, 94
2. S.K. Das, *A History of Indian Literature*, South Asia Books, 1991-95.

Social realities and unique institutions of India: Caste / Jati: nature and forms of caste; Tribe and Caste; Family: nature, economy and law; Village: nature and change in village community; Agrarian class: structure, inequality, tensions; Politics and society in contemporary India: Nationalism, Secularism, Communalism, Regionalism, Insurgency; Continuity and Change: Tradition and Modernity

**Texts:**

1. L. Dumont, *Homo Hierarchicus*, University of Chicago Press, 1980.
2. A. M. Shah, *Household dimension of Family in India*, Orient Longman, Delhi, 1973.
3. G. S. Ghurye, *Scheduled Tribes*, Popular Prakashan, Bombay, 1963.
4. M. Marriott, *Village India: Studies in the little community*, Asia Publishing house, 1961.

**References:**

1. P. C. Joshi, *Land reform and agrarian change in India and Pakistan since 1947*, The Journal of Peasant studies, Vols. 1, 2 & 3, 1974.
2. N. R. Ray, *Nationalism in India*, Aligarh Muslim University, 1973.
3. M. N. Srinivas, *Social change in Modern India*, Allied Publishers, Bombay, 1966.
4. R. Guha, *Elementary Aspects of Peasant insurgency in Colonial India*, Oxford University Press, Delhi, 1983.
5. Y. Singh, *Modernization of Indian Tradition*, Thomson Press, Delhi, 1973.
6. B. G. Verghese, *India's North East Resurgent-Ethnicity, insurgency, Governance, Development*, Konark Publishers Pvt.Ltd, Noida, 1996.

Social change: patterns of change, inevitability of change, factors and conditions of change, direction of change, planned change, perspectives on social change; Significance of culture in understanding social change: rise of popular culture; Modernity and relevant concepts: disenchantment, alienation, urbanization, industrialization, globalisation, development, revolution, social movements; India's response to modernity, little and great tradition in India; Relations between planning and development: desired role of political leadership in economic reforms, role of culture in social development, reorganizing values for development; Postmodernism: technology and social change.

### Texts

1. Y. Singh, *Culture Change in India*, Rawat Publications, 2002.
2. Y. Singh, *Modernization of Indian Tradition*, Rawat Publication, 1988.
3. S. C. Dube, *Understanding Change*, Vikas Publishing House, 1992.

### References:

1. M. Marriott, *Village India: Studies in the little community*, Asia Publishing house, 1961.
2. D. Sinha and H.S.R Rao (Ed), *Social Values and Development:Asian Perspectives*,Sage Publications, 1988.
3. S. N. Eisentadt, *Tradition Change and Modernity*, John Wiley and Sons, 1973.

Relationship between culture and environment; Cultural Materialism; Materialism and Culturalism; environmental determinism; Cultural determinism; Contemporary Approaches to Studying the Environment - Nature-Society Relations; Subsistence Patterns and Environments; Population and Environment; cultural ecology; Symbolic Anthropology.

**Text:**

1. R. Scupin and C. R. DeCorse, *Anthropology- A Global Perspective*, Prentice-Hall of India Pvt.Ltd. New Delhi, 2004.

2. K. Zimmerer and T. J. Bassett, *Political Ecology: An Integrative Approach to Geography and Environment-Development Studies*. Guilford Press. 2003.

**References:**

J. Steward, *Theory of Culture Change: the Methodology of Multilinear Evolution*, University of Illinois Press, Urbana,1955

**Pre-requisite: Nil**

Social context of production of scientific knowledge: demarcation, autonomy, cognitive authority of science and challenges; Organisation and professionalisation of scientific knowledge: science as a social institution and the ethos of science; Inequalities in science: Matthew Effect, Mertonian paradigm; Social legitimation: interests, meanings and values; Science policies in India: Scientific Policy Resolution (1958), Technology Policy Statement (1983), Science and Technology Policy (2003)

**Text**

1. N. Stehr and V. Meja, eds., *Society and Knowledge: Contemporary Perspectives in the Sociology of Knowledge and Science*, Revised 2<sup>nd</sup> edition, Transaction Publishers, 2005.

**References**

1. T.S. Kuhn, *The Structure of Scientific Revolutions*. Chicago University Press, 1970.
2. K. Popper, *The Logic of Scientific Discovery*, Basic Books, 1959.
3. D. Raina and S.I. Habib, *Domesticating Modern Science: A Social History of Science and Culture in Colonial India*. Tulika Books, 2004.



Language: evolution, form and content; Issues in language and cognition: history, various views and areas of study; Cultural bases of language and cognition: embodiment, universalism / relativism, schemas, categorization, metaphor and mental imagery; Linguistic encoding: space, time, kinship, color, body; Recent trends in research: first and second language acquisition, spatial language comprehension, fictive motion etc.

**Text:**

1. Croft, W. and D.A. Cruse, Cognitive Linguistics, Cambridge University Press, 2004.

**References:**

1. A. Akmajian, R. A. Demers, A. K. Farmer, R. M. Harnish. Linguistics: An Introduction to Language and Communication. MIT Press, 2001
2. J.J Gumperz & S.C.Levinson. Rethinking Linguistic Relativity. Cambridge University Press,1996.
- 3., R.W. Langacker. Foundations of Cognitive Grammar. Stanford University Press, 1987.

## **HS 121 Understanding Psychology: Individual and Work Settings (3 0 0 6)**

The nature and scope of Psychology: various perspectives, methods; psychological development: development of self, personality adjustment; stress in day-today life and coping mechanisms; mental hygiene; social cognition: attribution in social context, attribution errors and biases; work psychology: work place design, ergonomics; psychological aspects of human-computer interaction.

### **Texts:**

1. Schultz, D., & Schultz, S. Psychology and Work Today. Pearson Books, 2004
2. Baron, R., & Byrne, D. Social Psychology. Prentice Hall of India (10 Edn),2002
3. Smith, E., Hoeksema, S., Fredrickson, B., & Loftus, G. Introduction to Psychology. Thompsons and Wadsworth Co, 2003

### **Reference:**

1. Dix, A., Finlay, J., Abowd, G., & Beale, R. Human - Computer Interaction. Pearson Books. 2008

**Prerequisite: nil**

Sociology of language; Linguistic variation: language and dialect, regional and social varieties, register variation; Languages in contact: language contact, change, shift and death, pidgins, creoles, koine and mixed language, bi/multilingualism; Language in social context: social networks, speech communities, gender, style and social meaning; Language and ethnicity: language attitude, linguistic identity, language of culture and thought; Interaction: discourse analysis, politeness and power strategies; Sociolinguistic variables: phonetic, lexical and grammatical; Applied sociolinguistics: language policy and language planning, multilingualism and education.

**Texts:**

1. R. Wardhaugh. *An Introduction to Sociolinguistics*, 5<sup>th</sup> Ed. Wiley-Blackwell Publishing, 2005.
2. P. Trudgill. *Sociolinguistics: An Introduction to Language and Society*, 4<sup>th</sup> Ed. Penguin Books, 2000

**References:**

1. C.B. Paulston and G.R. Tucker. *Sociolinguistics: The Essential Readings*. Blackwell Publishing. 2003
2. R.A Hudson. *Sociolinguistics*. Cambridge University Press, 1996

**Pre-requisite: Nil**

Definition of game theory; Games with perfect information: strategic games, examples, Nash equilibrium, best response functions, dominated actions, symmetric games and symmetric equilibria; Illustrations: Cournot's model, Bertrand's model, electoral competition, the war of attrition, auctions, accident law; Mixed strategy equilibrium: definition and illustrations; Extensive games with perfect information: Nash equilibrium and subgame perfect equilibrium, finite horizon games and backward induction, illustrations; Coalitional games and core.

**Text:**

1. M. J. Osborne, *An Introduction to Game Theory*, Oxford University Press, 2004.

**References:**

1. A. Mas-Colell, M. D. Whinston and J. R. Green, *Microeconomic Theory*, Oxford University Press, 1995.

2. R. Gibbons, *A Primer in Game Theory*, Pearson Education, 1992.

**Pre-requisites: Nil**

Technology: meaning, philosophy and value; technology, community and culture: work, leisure, technophobia and technocracy; technology and democracy; technology and rural development: need for organizational renewal; technology and the environment: the virtual neighborhood; technology, art and music; technology and health; technology, humanism and post humanism; feminist critiques of technology; technology and alienation.

*Texts*

1. Arnold Pacey, *Meaning in Technology*, MIT, 1999.
2. Carl Mitcham and Robert Mackey. *Philosophy and Technology: Readings in the Philosophical Problems of Technology*, Free Press, 1983.

**References**

1. Lewis Mumford, *Art and Technics*, Columbia University Press, 2000.
2. Craig Hans (ed.), *Technology and Values: Essential Readings*, Chichester: Willey-Blackwell, 2010.

Macroeconomics: concepts and aggregates, national income accounting, circular flow of income and production in two-three-four sector economy; Consumption and investment spending: IS-LM model, Classical and Keynesian models; Stabilization policies: inflation and unemployment, wage-unemployment relationship, rational expectations; Monetary and fiscal policy: role of multiplier, balance of payments, role of central bank; Business cycles: recession, depression, hyperinflation and deficits.

**Texts:**

1. R. Dornbusch, S. Fischer, and R. Startz, *Macroeconomics*, Tata McGraw Hill, 9<sup>th</sup> edition, 2006
2. E. Shapiro, *Macroeconomic Analysis*, Galgotia Publications (P) Limited, 5<sup>th</sup> edition, 2006

**References:**

1. R. J. Barro, *Macroeconomics*, MIT Press, 5<sup>th</sup> edition, 1997
2. R. T. Kaufman and N. G. Mankiw, *Macroeconomics*, Worth Publishers, 6<sup>th</sup> edition, 2006

Early trade theories: absolute advantage, comparative advantage; Terms of trade: offer curves, gains from trade, Factor endowment and Heckscher-Ohlin model; Balance of payments: current account, capital account, balance of trade; International monetary system: IMF, World Bank; Exchange rate volatility: fixed exchange rate, floating exchange rate; Multilateral trade agreements: GATT, UNCTAD, WTO.

Text:

1. D. Salvatore, *International Economics*, Wiley, 2003
2. [Bo Sodersten](#), [Geoffrey Reed](#), *International Economics*, Palgrave Macmillan, 3<sup>rd</sup> edition, 2008 (reprint)

Reference:

1. P.R. Krugman & Maurice Obstfeld, *International Economics: Theory and Policy*, Addison Wesley, 2008

Governance: theoretical roots of governance; World Bank's definition of governance, three basic principles of governance: efficiency, accountability and transparency; UNDP's eight indicators of good governance, World Bank's seven formulations; decentralization of governance; local governance; environmental governance; e-governance; multi-level governance; marketization; public-private partnership; social capital, communitization and social constructivism; good governance and administrative reforms in India.

**Texts:**

1. B. Chakrabarty and M. Bhattacharya, *The Governance Discourse: A Reader*, Oxford, 2008.
2. M. Bevir, *Key Concepts in Governance*, Sage, 2009.

**References:**

1. V. Chhotray, *Governance Theory and Practice*, Palgrave-Macmillan, 2008.
2. World Bank, *Governance and Development*, Washington DC, 1992.



**HS 128**

**Introduction to Psychology**

**(3-0-0-6)**

The nature and history of psychology; Methods of psychology; Perceptual processes: Attention; Constancies and Illusion; Psychophysics - Classical Psychophysics & Signal Detectability; Learning: Thorndike; Classical Conditioning; Operant Conditioning; Cognitive Learning (Tolman, Kohler); Transfer of Learning; Memory: STM-LTM model, Forgetting - major theories; Emotion - major theories: James-Lange theory, Canon-Bard theory; Papez-MacLean theory; Lindsley's activation theory; Schachter's cognitive theory; Intelligence - major model; Measurement of abilities; Personality - Trait and Type approaches; Psychodynamic approach; Learning approaches/Social learning theory; Measurement of Personality; Genetic and environmental determinants of individual differences.

**Texts:**

1. C.T., Morgan, R.A., King, J.R., Weisz. & J., Schopler, Introduction to Psychology. TMGH, 1993.
2. E.R., Hilgard, R.C., Atkinson, & R.L., Atkinson. Introduction to Psychology. Oxford and IBH, 1976

Pre-requisite: Nil

Microeconomic theory: consumer behaviour: preference, utility, indifference curve, its properties, income and prices, budget line; Derivation of demand: graphically and mathematically using optimization technique, effects of price and income, demand elasticities, income and substitution effects, consumer's surplus; Production: output and inputs, short run and long run, law of variable proportions, returns to scale, different costs and revenues in competitive market conditions, profit maximisation and supply function, supply elasticities, opportunity cost; Markets: perfect competition, monopoly; Macroeconomic theory: national income: different aggregative concepts, methods of estimation of national income, circular flow of income, international trade and exchange rate, simple Keynesian model and income multiplier; Money and banking: role of central and commercial banks, money creation; Public finance: public revenue and expenditure, direct and indirect, progressive and regressive tax; Policy implications.

**Text:**

2. P. A. Samuelson and W. D. Nordhaus, *Economics*, McGraw Hill Inc., 2005.
3. A. C. Chiang, *Fundamental Methods of Mathematical Economics*, McGraw Hill Inc., 2005.

**References:**

5. R. S. Pindyck and D. L. Rubinfeld, *Microeconomics*, PHI, 2005.
6. G. N. Mankiw, *Principles of Macroeconomics*, Thomson, 2008.

**HS 130**

**Ethnic Conflict and Management**

**(3-0-0-6)**

Ethnic conflict: concepts and causes; Approaches exploring the causes, escalation and destructive consequences of violent conflicts and political instability of states in South and Southeast Asia, Sub-Saharan Africa, Balkans, and Eastern Europe; Implications of conflicts: changing power relations between different ethnic groups, intra and inter state politics; Strategies of mobilization; Management of conflict; Case studies: historical backgrounds and recent developments.

**Texts:**

1. Stanley Tambiah, *Leveling Crowds: Ethnonationalist Conflicts and Collective Violence in South Asia*, University of California Press, 1997.
2. Donald, Horowitz, *Ethnic Groups in Conflict*, University of California Press, Berkeley, 1985.

**References:**

1. Anthony D. Smith, *Theories of Nationalism*. New York: Harper and Row, 1971.
2. Jacques Bertrand, *Nationalism and Ethnic Conflict in Indonesia*, Cambridge, New York, Cambridge University Press, 2004.

Core areas of linguistic structure: phonetics, phonology, morphology, syntax and semantics; Phonetics: the vocal tract, articulation of vowels and consonants; Phonology: distinctive features, segmental and phonotactic structure, suprasegmental structure; Phonemic analysis, underlying representation and rewrite rules; Phonological processes: assimilation, dissimilation, metathesis, deletion, ellipsis, syncope; Morphology: inflectional and derivational morphology, compounding, reduplication; Syntax: innateness and Universal Grammar, categories, phrase structure rules, thematic relations, argument structure, Wh-movement, case and government, noun phrase movement, anaphors and binding; Semantics: the principle of compositionality, intension, extension, reference, denotation and truth conditions.

### Texts

1. A. Akmajian, R. Demers, A.K. Farmer and R. Harnish, *Linguistics: An Introduction to Language and Communication*, MIT Press, 2001.
2. W. Grady, J. Archibald, *Contemporary Linguistic Analysis*, 6<sup>th</sup> Ed, Prentice Hall, 2009.

### References:

1. V. Fromkin, R. Rodman, and N. Hyams, *Linguistics: An Introduction to Linguistic Theory*. Blackwell Publishers, 2001.

Introduction to the study of Indian history; Decline of pre-colonial rule; Transition to the British Empire; Transformation of rural economy; Merchants and cities; Resistance and repression: peasant and tribal rebellions, the rebellion of 1857; Expansion of the British Empire: caste and enumeration, census, cartographic surveys; Collaboration and resistance; Reform and revival; Early nationalist movement; Indian nationalism from 1920s: the age of Gandhi; Partition and Independence: memory and trauma; Postcolonial India.

Texts:

1. S. Bose and A. Jalal, *Modern South Asia: History, Culture, Political Economy*, Oxford University Press, 2010.
2. C. Markovits, ed. *A History of Modern India, 1480-1950*, Anthem University Press, 2004.

References:

1. B. D. Metcalf and T. R. Metcalf ed. *A Concise History of Modern India*, Cambridge University Press, 2006.
2. J. Nehru, *The Discovery of India*, Penguin, 2008.

**HS 133**

**Introduction to Phonetics**

**(3 0 0 6)**

Pre-requisites: Nil

Course Outline:

Basic terms in phonetics: speech sounds, phonemes, allophones, syllables, stress and rhythm; Articulatory phonetics: vocal organs, vowels, consonants, place of articulation, manner of articulation, voicing, phonation, stricture types, co-articulation; Acoustic phonetics: speech sounds, sound waves, loudness and pitch, voice quality, wave analysis, spectrum, glottal wave, resonance, noise; Auditory phonetics: hearing, perception of speech sounds, acoustic signal and speech perception, models of speech perception, native vs. non-native speech perception.

**Texts:**

1. J. C. Catford, A Practical Introduction to Phonetics, Oxford University Press, 2001.
2. H. Rogers, The Sounds of Language, Longman, 2000.

**References:**

1. P. Ladefoged, Elements of Acoustic Phonetics, Chicago University Press, 1996.
2. P. Ladefoged, Phonetic Data Analysis, Blackwell Publishing, 2003.

Course Contents: Definition; the nature and aims of Archaeology; the speculative phase; digging Pompei, past and present; evolution, Darwins Great Idea; categories of Archaeological evidence, plant, animal and human; dating methods and chronology, relative dating methods, absolute dating methods ; brief overview on world civilizations - Egyptian, Greek, Mayan, Indus Valley, Mesopotamian and Chinese; Archaeology in action, case study on origins of rice farming in Southeast Asia; Archaeology and the public, Archaeological Ethics, the uses of the past, conservation and destruction, presentation of the past.

**Texts:**

1. C. Renfrew and P. Bahn, Archaeology, Thames and Hudson, London,2008.
2. A. Toynbee, A Study of History, Thames and Hudson, London,1988.

**References:**

1. C. Gamble, Archaeology: the basics, Routledge, New York, 2004.
2. C.J.Whithrow, Time in History: views of time from Prehistory to the present day, O.U.P, Oxford, 1988.

Preamble: More people in the world are bi/multilingual than monolingual, this itself makes it a topic worthy of investigation. There are a number of intertwined social and political reasons responsible for people to acquire two or more languages. The course will look into issues responsible for this phenomenon as well the results of the same on society and the individual. Course content: Sociolinguistic aspects: a socio-political phenomenon, language contact leading to bilingualism, social motivation for bilingualism, language policy, diglossia, results of bilingualism; the bilingual mind: language and thought, Whorf and neo-Whorfism revisited, categories, event construals, inner speech, emotion categories; psycholinguistics of bilingualism: language acquisition, processing, the bilingual brain.

**Texts/ References:**

- 1.R. Guha, Multiple Voices: an introduction to Bilingualism, Blackwell Publishing, Oxford, UK, 2006.
- 2.F. Grosjean and P. Li, The Psycholinguistics of Bilingualism, Wiley Blackwell, Sussex, UK, 2013.
- 3.A, Pavlenko, The Bilingual Mind, Cambridge University Press, 2014



## HS 136 Introduction to Indian Constitution and Political Processes (3-0-0-6)

Preamble: The purpose of this course is to introduce the students to the basic features of Indian constitution and political processes. The course also intends to make the students aware of the constitutional design and the functioning of democracy in India. It also aims to introduce the students to the major themes of Indian politics and the functioning of state in post independent India. Course content: Indian constitution: foundations, philosophies and basic features; Debates over basic structure doctrine; Fundamental rights and duties; Directive principles of state policy; Federal design: center-state relations; Linguistic re-organisation of the states; Electoral process and party system; Decentralisation and institutions of local self government: panchayat raj institutions and municipalities, fifth and sixth schedule; Political and social themes and movements in India: caste, tribe, gender, religion, environment and class.

### Texts/References:

1. S. Choudhary, M. Khosla and P. B. Mehta (Eds.), *The Oxford Handbook of the Indian Constitution*, Oxford University Press UK, 2016.
2. N. G. Jayal, and P. B. Mehta (Eds.), *The Oxford Companion to Indian Politics*, New Delhi: Oxford University Press, 2010.
3. A. Granville, *Indian Constitution Cornerstone of a Nation*, New Delhi: Oxford University Press, 1966/1999.
4. R. Bhargava, (Ed.), *Politics and Ethics of Indian Constitution*, New Delhi: Oxford University Press, 2008.
5. P. R. Brass, *The Politics of India Since Independence*, New Delhi: Cambridge University Press and Foundation Books, 2nd Edn., 1999

**Preamble:**

This course will familiarize students with the works of three major classical thinkers –Smith, Ricardo and Marx. It will enable students to understand the historical contexts that led to the development of certain concepts, perspectives and ideologies in economics. It will also encourage critical and heterodox thinking within the discipline of economics. Course contents: Introducing classical political economy: Historical and philosophical genesis, major questions raised, neoclassical critique of classical economics; Adam Smith: Division of labour, theory of value, growth and distribution, views on trade (absolute advantage); David Ricardo: Labour theory of value, theory of rent, growth and distribution, views on trade (comparative advantage); Karl Marx: modes of production, dynamics of social change (primitive communism, slavery, feudalism, capitalism, socialism, communism, Asiatic mode of production), theory of value, surplus value and profit, simple and extended reproduction, crises of capitalism; The classical synthesis: synthesizing the ideas of Malthus, Adam Smith, Ricardo and Marx; Critique of neoclassical economics; Indian colonialism

**Texts/references:**

1. E. Scerepanti and S. Zamagni, "An Outline of the History of Economic Thought", Second Edition, OUP, New Delhi, 2006
2. J. Borchardt, "The People's Marx—Abridged Popular Edition of the Three Volumes of "Capital"", (Translated by S. L. Trask), Prajasakti Book House, Hyderabad, 2011
3. A. Smith, "An Inquiry into the Nature and Causes of Wealth of Nations", first published in 1776, Current edition, New York, 2011
4. D. Ricardo, "On the Principles of Political Economy and Taxation", Batoche Books, Kitchener, Ontario., 2001

**Preamble:**

This course will examine and interpret the latest research in psychology on happiness, well-being and personal growth. It will address questions such as 'what conditions allow people to flourish? What factors contribute to a satisfying and meaningful living? What interventions can promote psychological well-being? This course aims to identify and enhance the human strengths and virtues that make life worth living and allow individuals and communities to thrive. It is designed to explore the concepts, research behind the concepts, techniques, and exercises that enhance well-being. Course contents: The concept of well-being: hedonic and eudaimonic views; Models and dimensions of well-being; Happiness and positive emotions: biological foundations, socio-demographic predictors, hedonic adaptation, the broaden and build theory, emotional intelligence; Cognitive states and well-being: life satisfaction, self-efficacy, optimism, and hope; Motivation and well-being: intrinsic motivation and self-determination theory; Pro-social behavior, empathy, and well-being; Meaning and purpose in life; Social and workplace well-being; Interventions and exercises to increase well-being.

**Texts/References:**

1. S. J. Lopez, J. T. Pedrotti, and C.R. Snyder, Positive Psychology: The Scientific and Practical Explorations of Human Strengths, Sage, 2015.
2. S. Lyubomirsky, The How of Happiness, Penguin USA, 2008
3. M. Seligman, Flourish, Atria Books, 2012
4. D. Kahneman, Well-being: Foundations of Hedonic Psychology, Russell Sage Foundation, 2003.
5. T. LeBon, Achieve Your Potential with Positive Psychology, McGraw-Hill Companies, 2014.

**Preamble:**

This course will introduce students to the short story as a literary form. Unlike the novel which has received greater critical attention, there has been a paucity of debates around the short story. The course will address the few debates that have addressed the short story in terms of its formal elements, and the popular understanding of the short story as that which is bound by a certain length and structured around an event. There will be readings of specific short stories from different cultures and regions that will enable comparative studies of the short story.

**Course contents**

The short story: modern history and form; the short story and the novel; theories of the short story: Dominic Head, Victoria Patea; formal elements: genre, length, event; thematic concerns; comparative studies; readings: Anton Chekhov, Guy de Maupassant, Franz Kafka, Edgar Allan Poe, Rabindranath Tagore.

**Texts/References:**

- 1.A. Chekhov, *The Lady with the Little Dog and Other Stories*, Penguin, London, 2002.
- 2.G. de Maupassant, *Pierre and Jean and Selected Short Stories* (Translated by Lowell Bair), Bantam Books, New York, 1992.
- 3.F. Kafka, *Stories-1904-24* (Translated by J.A. Underwood, Mac Donald & Co., London, 1981).
- 4.E. A. Poe, *The Complete Stories*, Campbell, London, 2002.
- 5.K. Mehta (Ed.), *The Twentieth Century Indian Short Story*, Creative Books, New Delhi, 2004.
- 6.D. Head (Ed.), *The Cambridge History of the English Short Story*, Cambridge University Press, New York, 2016.
- 7.V. Patea (Ed.), *Short Story Theories: A Twenty First Century Perspective*, Rodopi, New York, 2002.
- 8.M. Ramanan and P. Sailaja (Eds.), *English and the Indian Short Story: Essays in Criticism*, Orient Longman Ltd., New Delhi, 2000.
- 9.C. E. May (Ed.), *The New Short Story Theories*, Ohio University Press, Athens, 1994.

**Preamble:** The course will begin by reflecting on the “visual turn” in humanistic studies generally and specifically in South Asian studies; it will look into the ways in which the “visual turn” sought to rethink the dominance of written sources in constructing historical narratives on South Asia. It will highlight some of the major themes, including the relationship between the Empire and social construction of vision, contribution of mass circulated printed images in giving expression to popular nationalism, and colonial anxiety over popular images, that underpin the many historical experiences in colonial South Asia. Finally the course will enquire the possibility of “ways of seeing” that may be specific to the geographical region.

**Course contents:** The visual turn and South Asian studies: Importance of studying visuals, an alternative history of South Asia; The objects of Visual Culture: Approaches of studying cultural objects, popular arts, fine arts; Ontologies of visual imagery: The idea of representation, object hood of images; Vision and visibility: Social construction of vision, cultural practices of looking; Empire and visibility: Maps, coins, painting, sketches, popular prints, anthropological photographs, propaganda cinema; Institutional practices and visual orientations: Museums, visual surveys, art schools; Connected histories of visuals: Idea of the picturesque, German-made lithographs of Indian deities, Indian-made advertisements of British products; Social lives of images: Social histories of production, circulation, and reception of images; Visualizing the land and its people: Governmentality, nationalism, and cosmopolitanism; Images and identity formations: Class, caste, religion, and language based identities; Nationalism and artistic discourses: Intellectual history of art, nativist claims and nationalism, Rabanindranath Tagore’s Bharat Mata; Intermediality: Interactions between media including lithography, painting, photography, printing, and moving images; Visibility in the age of mass publics: Newspapers, magazines, billboards.

**Texts/References:**

1. J. Berger, *Ways of Seeing*, British Broadcasting Corporation and Penguin Books, London, 1986.
2. K. Jain, *Gods in the Bazaar: The Economies of Indian Calendar Art*, Duke University Press, Durham, 2007.
3. W. J. T. Mitchell, *What Do Pictures Want? The Lives and Loves of Images*, University of Chicago Press, Chicago, 2005.
4. C. Pinney, *Photos of the Gods: The Printed Image and Political Struggle in India*, Oxford University Press, Delhi, 2004.
5. C. Pinney, *Camera Indica: The Social Life of Indian Photographs*, Reaktion Books, London, 1997.

Preamble: The course aims to provide an introduction to Microeconomic theory and its applications. We begin by analyzing the action of a single consumer and a single producer. Then we see how the producers and consumers interact given various market forms. Finally, the course touches upon the emerging doctrine of behavioral economics.

Course contents: Consumer behaviour: preference, utility, indifference curve, income and prices, budget line; Derivation of demand: graphically and mathematically using optimization technique, effects of price and income, demand elasticities, income and substitution effects: applications, consumer's surplus; Production: output and inputs, short run and long run, law of variable proportions, returns to scale, profit maximisation and supply function, supply elasticities, cost functions; Markets: perfect competition, surplus maximization and welfare analysis: tax, subsidy, price ceiling and price floor, quota, import tariff; monopoly; monopolistic competition; monopsony; brief introduction to duopoly: Cournot and Bertrand competitions; Behavioral Economics: limited cognitive power, limited willpower, and limited self-interest; policy implications

**Texts/References:**

1. G. N. Mankiw, Economics: Principles and Applications, Cengage, 2007.
2. W. Nicholson, and C. M. Snyder, Intermediate Microeconomics and Its Application, South Western College Publishing, 2014.
3. A. Serrano and A. Feldman, A Short Course in Intermediate Microeconomics, Cambridge University Press, 2013

**HS 142**

**Introduction to India's Health System**

**3-0-0-6**

Type of Letter Grading (Regular Letter Grades / PP or NP Letter Grades):

Kind of Proposal (New Course / Revision of Existing Course): **New Course**

Offered as (Compulsory / Elective): **Elective**

Offered to: **3<sup>rd</sup> Sem**

Offered in (Odd/ Even / Any): **Odd**

Offered by (Name of Department/ Center): **HSS**

Pre-Requisite: NA

**Preamble:** The objective of this course is to introduce students to the study of India's health system from an interdisciplinary perspective. It will explore how health systems in India have evolved historically and challenges they faced in contemporary times. The main aim is to expose students to debates on nature of health systems as it exists in different states of India from a critical perspective.

**Course Content:** Introduction to the concept of health and health systems in India; Structure of India's health system in British India and post-independence; Health services system: current structure and functions; Human resources for health: roles and responsibilities; Communicable and non-communicable diseases; Epidemiology; National health programmes of India; Technology for healthcare; Public and private sector in healthcare; Globalisation and health sector reforms; Health systems across different states in India: Main features and challenges.

**References:**

1. P. Gupta, and O. Ghai, *Textbook of Preventive and Social Medicine*. CBS Publishers and Distributors, 2017.
2. K. Park, *Preventive and Social Medicine*, B. Bhanot Publishers, 2017.
3. J. Kishore, *National Health Programs of India*, Century Publications, 2017.
4. D. Banerji, *Health and Family Planning Services in India: An Epidemiological, Socio-Cultural and Political Analysis and a Perspective*, LokPaksh, 1985.
5. R. Beaglehole, R. Bonita, and T. Kjellstrom, *Basic Epidemiology*, World Health Organisation, 2006.
6. A. Mills, S. Bennett, and S. Russell, *The Challenge of Health Sector Reform: What Must Governments Do?* Palgrave Macmillan, 2001.

**HS 143 Perspectives on the history of modern Europe 3-0-0-6**

Type of Letter Grading (Regular Letter Grades / PP or NP Letter Grades):

Kind of Proposal (New Course / Revision of Existing Course): **New Course**

Offered as (Compulsory / Elective): **Elective**

Offered to: **3<sup>rd</sup> Sem**

Offered in (Odd/ Even / Any): **Odd**

Offered by (Name of Department/ Center): **HSS**

Pre-Requisite: NA

**Preamble:** This course provides an introduction to the history of modern Europe, broadly defined. By following critical accounts of key events in European history (circ.1500-1900 A.D.), the course attempts to present a comprehensive narrative of the advent of modernity and its general consequences. The course explores significant social, economic, and political changes that led to the emergence of European imperialism. The course will enable an understanding of the major historical debates that shaped the historiography of modern Europe.

**Course Content:** From Feudalism to Capitalism: transition debate, Maurice Dobb, Paul Sweezy, Robert Brenner; The "New Monarchy": early Tudors; The Reformation: Luther, Calvin and Zwingli; The English Revolution: England and its neighbours in the 17th century; The Enlightenment; The French Revolution; The Industrial Revolution and the Standard of Living Debate; The Revolution of 1848; Italian and German Unifications; The "Scramble for Africa": European colonisation of Africa; New Imperialism (circ.1890).

**References:**

1. Paul Sweezy et al., *The Transition Form Feudalism to Capitalism*, Aakar Books,
  2. 2006.
  3. T.H. Aston and C.H.E. Philpin, Eds, *The Brenner Debate*, Cambridge University
  4. Press, 2005.
  5. Maurice Dobb, *Studies in the Development of Capitalism*, Routledge, 1947.
  6. Immanuel Wallerstein, *The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*, University of California Press, 2011.
- Eric Hobsbawm, *Industry and Empire: From 1750 to the Present Day*, New Press, 1999.



**HS 144**

**From Aristotle to Goethe**

**3-0-0-6**

Type of Letter Grading (Regular Letter Grades / PP or NP Letter Grades):

Kind of Proposal (New Course / Revision of Existing Course): **New Course**

Offered as (Compulsory / Elective): **Elective**

Offered to: **3<sup>rd</sup> Sem**

Offered in (Odd/ Even / Any): **Odd**

Offered by (Name of Department/ Center): **HSS**

Pre-Requisite: **NA**

**Preamble:** As a form of ritual as well as entertainment, the theatre has served to unite communities and challenge social norms, to purge, vitalize and disturb its audiences. Drama achieves this important socio-cultural function through a combination of the literary arts of storytelling (often in verse) with the world of live performance. In order to understand this rich art form, this course will study its origin and development in the ancient and early modern world through a sampling of plays that exemplify different kinds of dramatic structure and practice. It will further provide an overview of the development of dramatic theory of the period with readings from major philosophers and thinkers to facilitate informed critical engagement with the texts.

**Course Content:** Theatre architecture and history: classical origins, miracle and morality plays, five act play; Genres: tragedy, comedy, dark comedy, closet, masque, comedy of manners; Major playwrights: Aeschylus, Sophocles, Aristophanes, Plautus, Terence, Seneca, Marlowe, Shakespeare, Jonson, Kyd, Calderón, Molière, Racine, Sheridan, Goethe; Theories of theatre and critical apparatus: Aristotle, Horace, Bharata, Castelvetro, Sidney, Corneille, Dryden, Rousseau, Schiller, Schlegel, Goethe; Bhārata: *Nāṭyaśāstra*; Aristotle: *Poetics*; Kālidasa: *Abhijñānaśakuntalam*; Sophocles: *Oedipus the King*; William Shakespeare: *The Merchant of Venice*.

**References:**

1. Stoler Miller, Barbara, ed. *Theater of Memory: The Plays of Kalidasa*. Columbia University Press, 1984.
2. Puchner, Martin et al. eds. *The Norton Anthology of Drama*. New York: Norton, (3<sup>rd</sup> ed.), 2017.
3. Shakespeare, William. "The Merchant of Venice." John Drakakis ed. BloomsburThe
4. Arden Shakespeare, Third Series, 2013. Gerould, Daniel ed. *Theatre/Theory/Theatre: The Major Critical Texts from Aristotle and Zeami to Soyinka and Havel*. New York: Applause Theatre and Cinema Books, 2000.
5. Carlson, Marvin. *Theories of the Theatre: A Historical and Critical Survey, from the Greeks to the Present*. New York: Cornell University Press, 1993.
6. Cave, Terence. *Recognitions: A Study in Poetics*. Oxford: Clarendon Press, 1988.

**HS 145      Money And The Financial System      (3 0 0 6)**

Money: definitions, functions, measures of money supply in india; Concept of high powered money (H); Financial system: functions and importance; Financial markets: structure and different markets; Central bank: its functions; Commercial banks: functions, balance sheet; co-operative banking system in India; Development banks; Non-bank financial intermediaries; Unregulated credit markets; Allocation of institutional credit; Interest rate: heterogeneity, interest rates differentials, equalizing and non-equalizing differences in interest rates; New financial developments: Narasimham committee report on financial system.

*Text:*

1. S. B. Gupta, *Monetary Economics: Institutions, Theory and Policy*, S.Chand and Co.Ltd, 2002

*References:*

1. L. V. Chandler and S. M. Goldfeld, *The Economics of Money and Banking*, Harper and Row, 1977.
2. S. B. Gupta, *Monetary Planning in India*, OUP, 1995

## **HS 219 Archaeological Studies in Ancient Technology 3-0-0-6**

**Preamble:** The main aim of the course is to introduce students to the study of ancient technological accomplishments and to understand the evolution of the technical capabilities of the human society. With these technical capabilities human beings modified the physical world according to their need. Was this a survival instinct or an adaptation of a pleasurable lifestyle? Ancient philosophers have opined that technological activities were inextricably bound up with the roots of human biology. The course will help students to understand the genesis of technology and build up discourses on its favourable use.

**Course Content:** Ancient Written Sources of Technology in the Classical World; Primary Technologies: mining and metallurgy, quarrying and stone working, sources of energy, agriculture; Secondary processes and manufacturing: food processing, metal working and tools, wood working, textile production, ceramic production, glass production; Technologies of movement: land and sea transport.

### **References:**

1. Forbes, R.J, *Studies in Ancient Technology* (Vol. I to VIII), E.J Brill, 1964-72.
2. Oleson John Peter (ed.), *The Oxford Handbook of Engineering and Technology In the Classical World*, Oxford University Press, 2008.
3. Ziman J, *Technological Innovation as an Evolutionary process*, Cambridge University Press, 2000

**Preamble:** This course pertains to India's military history from the early to late twentieth century (1900s-2000). It is a modern history of India's engagement with the world through specific episodes of inter-state armed conflicts, peacekeeping operations and military strategies. It will examine India's role in the World Wars leading up to the Kargil conflict in 1999 to analyse the historical patterns of India's military strategies in a global context. Additionally, the course will highlight the transition of India's military organisation in the last century. In doing so, this course will offer uniquely Indian perspectives into the historical evolution of the country's role as a responsible military actor in the maintenance of international peace and domestic stability.

**Course Content:** Introduction to India's military organisation; Colonial Sino-Indian Military Relations: Boxer Rebellion and Indian forces; India in the First and Second World Wars; 'Indianisation' and Nationalisation of the Armed forces; Cold War in Asia: Korean Peninsula and Indian armed forces; South Asian military cooperation: Nepal, Bangladesh, Bhutan; Nuclear armament; India-China conflict 1962; India-Pakistan conflict 1965, 1971; India and the Gulf War; History of Indian Peacekeeping: Sri Lanka Civil War; Kargil 1999.

**References:**

1. Srinath Raghavan, *India's War: The Making of Modern South Asia*, Penguin: 2016,
  2. AJP Taylor, *The Origins of the Second World War*, Penguin: 2001.
  3. Susanne Rudolph, Llyod Rudolph, Mohan Singh Kanota, *Reversing the Gaze: Amar Singh's Diary, A colonial subject's narrative of Imperial India*, Basic Books: 2002.
  4. Srinath Raghavan, *War and Peace in Modern India*, Palgrave Macmillan: 2010.
  5. David Omissi, *Indian voices of the Great War: Soldier's Letters, 1914-18*, Penguin: 2014.
  6. 2014.
  7. VP Malik, *Kargil: From Surprise to Victory*, Harper Collins: 2011.
  8. David Malone, C Raja Mohan, *The Oxford Handbook of Indian Foreign Policy*, OUP: 2016.
- Marc Trachtenberg, *The Craft of International History: A Guide to Method*, Princeton University Press: 2006

**Preamble:** This course will introduce students to the idea of development as it emerged in the mid-twentieth century, with a focus on the Global South. It will examine how dominant ideas of development were framed by asking how development was defined, who defined it and for whom such ideas were designed. It will further examine the process through which such notions of development were challenged and by whom. As development continues to be hotly debated across the Global South, this course will expose students to the debates around development, anti-development, post-development, alternative development and alternatives to development.

**Course Content:** Development as a global agenda: decolonisation, emergence of the Third World; Modernisation theory: economic, sociological and political; Dependency theory: Raul Prebisch to Andre Gunder Frank, critiques of dependency theory; Development to globalisation: welfare state to neoliberal state, changing regimes of development; Globalisation from below: transnational social movements, development critiques from below; Anti-dispossession movements: conflicts related to land, territory, autonomy, self-determination; Development from below: alternatives, experiments and debates.

References:

- A. Escobar, *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press, 1992.
- C.E. Black, Ed, *Comparative Modernisation*, The Free Press, 1976.
- A. G. Frank, *Capitalism and Underdevelopment in Latin America: Historical Studies of Chile and Brazil*, Monthly Review Press, 1969.
- F.J. Schuurman, Ed, *Globalisation and Development Studies: Challenges for the 21<sup>st</sup> century*, Vistaar Publications, 2003.
- S.C. Motta and A.G. Nilsen, Eds, *Social Movements in the Global South: Dispossession, Development and Resistance*, Palgrave Macmillan, 2011.
- M. Edelman et al., Eds, *Global Land Grabbing and Political Reactions 'from Below'*, Routledge, 2017.
- A.P. D'Costa, A.P. and A. Chakraborty, Eds, *The Land Question in India: State, Dispossession, and Capitalist Transition*, Oxford University Press, 2017.
- A. Kothari and K.J. Joy, Eds, *Alternative Futures: India Unshackled*, AuthorsUpFront, 2017.

**Preamble/ Objectives (Optional):** The present course is designed to study the intricate relationship existing between consumers and the marketplace. Additionally the present course also looks at various psychological factors that shape the behaviour and actions of the consumer in the global market.

**Course Content/ Syllabus** (as single paragraph if it is not containing more than one subject. Sub-topics/ Sections may be separated by commas (,). Topics may be separated by Semi-Colons (;). Chapters may be separated by Full-Stop (.). While starting with broad heading, it may be indicated with Colon symbol before the topics, For example: Multi-variable Calculus: Limits of functions, Continuity, .....)

**Introduction:** Consumer research, process, methods and tools; Market segmentation, bases, effective targeting and strategic implementation; Internal Influences on consumer behaviour: Information processing, consumer perception, dynamics, imaginary and perceived risk; exposure and Attention; learning theories and brand loyalty; Motivation, emotion and attitude: Motives and needs, nature, types and systems, theories and their marketing implications, Maslow's Consistency, optimum stimulation, conflict, marketing implications; types of emotion, levels of affective response, marketing application, appeals; Personality, lifestyle and self concept: Definitions, theories and marketing implications, psychographics, AIO: application to marketing personality variables and consumer market; Evaluation criteria and purchase choice: Definition, evoked set, nature, opinion leadership, levels of consumer decision making; Decision heuristics: Compensatory and non-compensatory model, claims and support, types and strategies, appeals and reasoning, store attributes affecting choice, shopping orientations, unplanned choice; Social and cultural influences: Family and household, role structure and influences; Family communication pattern: marketing implications, social class, general implication, types of reference groups; Types of socialization: marketing implications, culture characteristics, measurement and core values.

## **HS 150 Critical Perspectives on Caste in Contemporary India 3-0-0-6**

Preamble / Objectives (Optional): This course introduces students to the spectrum of issues and debates in understanding caste in contemporary India. It examines the social, economic, cultural and political aspects of the way in which caste continues to be reproduced in both rural and urban areas even as its shape and form continue to be dynamic. By engaging with the twin concepts of deprivation and privilege, the course examines these aspects through contemporary politics around caste in India.

Course Content/ Syllabus: Introduction: genesis of the caste system, understanding caste and varna; Caste across rural India: village society, agrarian structure, occupational patterns; Caste across urban India: urban landscapes, employment and labour; Caste and politics: politicization of caste and castization of politics; Caste and gender: interlinkages, community and honour; Caste and education: affirmative action, higher education, knowledge production; Caste and assertion: Dalit Panthers, Ranvir Sena, Gujjar, Patel and Jat reservation uprisings, Una movement.

Texts:

1. Deshpande, S., *The Problem of Caste (EPW)*, Orient Blackswan, 2014.
2. Thorat, S. and K.S. Newman, *Blocked by Caste*, Oxford University Press, 2012.
3. Teltumbde, A., *The Persistence of Caste*, Navayana, 2010.
4. Dangle, A., *Poisoned Bread*, Orient Blackswan 2009.
5. Kothari, R., *Caste in Indian Politics*, Orient Blackswan, 2010.
6. Chakravarti, U., *Gendering Caste: Through a Feminist Lens*, Sage Publications, 2018.

## HS 102 Introduction to International Politics 3-0-0-6

### Preamble:

The purpose of this course is to introduce students to the study of international politics. The course will engage students with a range of political phenomena and events that determine world politics. The course begins with a general introduction to the key approaches to the study of world politics, security and inter-state relations. The objective is to familiarize students with the debates around conflict and cooperation, law of international institutions, multilateralism and human security.

### Course Content:

History of international relations: idea of international society, balance of power in the inter-war period, new world order; Theories on inter-state conflict and cooperation: political realism, neo-realism, complex interdependence, social constructivism and post-positivist approaches; Multilateral organizations: collective security and the role of United Nations; European Union, North Atlantic Treaty Organization, Association of South East Asian Nations and other regional organizations; Cold war and post-cold war threats to international security: traditional and non-traditional security, deterrence, nuclear rivalry and maritime security.

### Texts & references

1. Kenneth N. Waltz, *Man, the State, and War: A Theoretical Analysis*, Columbia University Press, 2001.
2. Baylis, John, Steve Smith and Patricia Owens (eds.), *The Globalization of World Politics: An Introduction to International Relations* (5th edn.), Oxford: Oxford University Press, 2011.
3. M. Kaldor, *New and Old Wars: Organized Violence in a Global Era*, Polity Press, 2012.
4. E. Sridharan, *International Relations Theory and South Asia: Security, Political Economy, Domestic Politics, Identities, and Images*, Oxford University Press, 2014.
5. Ian Hurd, *International Organizations: Politics, Law and Practice*, Cambridge University Press, 2017.



**Preamble / Objectives (Optional):**

Population has been one of the most contentious issues in India's development. This course aims to introduce students to the question of population and its inter-linkages with processes of socio-economic development in India. It will explore how the discourse of over-population evolved historically, discussing the various approaches of studying population. The objective is to critically engage with different perspectives and provide a comprehensive understanding of population and development.

**Course Content/ Syllabus**

Population in a historical context: approaches to population question; Evolution of demography as a discipline: demographic transition theory, fertility transition in India; Indian census: discourse of over-population, interlinkages with poverty; International foundations and population growth: role of foundations, priorities and consequences; Family planning programme in India: history, politics and current strategies; Population policy in India: evolution and implications, Gender and population: issues and debates, politics of reproduction; Population, hunger and food security: population and human development.

**Text and References**

1. F. Furedi, *Population and Development: A Critical Introduction*. Polity Press, 1997.
2. M. Connelly, *Fatal Misconception: The Struggle to Control Population*. Harvard University Press, 2008.
3. M. Krishnaraj, R. Sudarshan and A. Sharif, *Gender, Population and Development*. Oxford University Press, 1998.
4. M. Rao, *From Population Control to Reproductive Health: Malthusian Arithmetic*. Sage Publications, 2004.
5. S. Kumar, P. Panda and R. Ved, *Handbook of Population and Development in India*, Oxford University Press, 2010.
6. T. Dyson, R. Cassen, L. Visaria, *Twenty First Century India: Population, Economy, Human Development and the Environment*. Oxford University Press, 2004.

**Preamble / Objectives (Optional):**

This course will look into the ways in which visuality shaped specific ideas of India in the postcolonial period. These ideas of India manifested in a disparate array of spaces, ranging from international art movements to city planning to public religiosity. Indeed, visual discourses were often the site for negotiating and imagining Indian identities. The course will enquire into elite and popular cultures and their points of intersections to think about the centrality of visual forms in imagining the nation.

**Course Content/ Syllabus**

Modernism: Bombay Progressive, The Calcutta Group; Visualizing industrial India: Sunil Janah, Ahmed Ali; Visuality and the mass publics: Newspapers & magazines, cinema; City planning: Lutyens' Delhi, Le Corbusier's Chandigarh; Art and Activism: Chittaprosad, The Sahmat Collective; Anxiety of images: propaganda, censorship; Visual culture of electoral politics: M.G. Ramachandran in Tamil Nadu, Mayawati in Uttar Pradesh; Religion and popular visual culture: Calendar art, Ram Janmabhumi Movement

Books (In case UG compulsory courses, please give it as "Text books" and "Reference books". Otherwise give it as "References".

Texts: (Format: Authors, *Book Title in Italics font*, Volume/Series, Edition Number, Publisher, Year.)

- 1.
- 2.

References: (Format: Authors, *Book Title in Italics font*, Volume/Series, Edition Number, Publisher, Year.)

1. Kaur, Raminder and William Mazzarella, *Censorship in South Asia: Cultural Regulation from Sedition to Seduction*, Indiana University Press, 2009.
2. Jain, Kajri. *Gods in the Bazaar: The Economies of Indian Calendar Art*, Duke University Press, 2007.
3. Brown, Rebecca M., *Art For a Modern India, 1947-1980*, Duke University Press, 2009.
4. Moss, Jessica and Ram Rahman, *The Sahmat Collective: Art and Activism in India Since 1989*, Smart Museum Of Art, University of Chicago, 2013
5. Pandian, M.S.S., *The Image Trap: M.G. Ramachandran In Film And Politics*, Los Angeles, London, SAGE Publications, 2015.

**Preamble / Objectives (Optional):**

This course will focus on both the political movements led by Mahatma Gandhi and also the texts and ideas authored by him. The purpose is to consider events and ideas as partially autonomous and yet mutually interacting aspects of Gandhi's life. The course will bring into relief Gandhi's role as an original thinker by considering his exchanges with other iconic historical figures like B.R. Ambedkar and Rabindranath Tagore. The course will also shed light on the effect of Gandhian ideas on politics outside the Indian subcontinent. Martin Luther King Jr.'s use of Gandhian ideas in the American Civil Rights Movement of the 1960s will be discussed as a crucial instance of Gandhi's international appeal.

**Course Content/ Syllabus:**

Gandhi in South Africa; Gandhi and the early 20th century Indian National Congress; *Hind Swaraj* and Gandhi's early theorization of nationalism; Movements before the non-cooperation; The Khilafat; The non-cooperation movement and ensuing controversies; Gandhi and subalternity; Gandhi's autobiography; the civil disobedience; Gandhi and Ambedkar; Gandhi, Tagore, and the debates on nationalism; The Quit India movement; The partition and the assassination; Gandhi and the women's question; Gandhi and Martin Luther King, Jr.

Books (In case UG compulsory courses, please give it as "Text books" and "Reference books". Otherwise give it as "References".

Texts: (Format: Authors, *Book Title in Italics font*, Volume/Series, Edition Number, Publisher, Year.)

1. Sumit Sarkar, *Modern India: 1885-1947*, Pearson, 2014.
2. Bipan Chandra, *India's Struggle for Independence, 1857-1947*, Penguin, 1989.
3. Judith Brown, *Gandhi's Rise to Power: Indian Politics 1915-1922*, Cambridge U., 1972.

References: (Format: Authors, *Book Title in Italics font*, Volume/Series, Edition Number, Publisher, Year.)

4. Ramachandra Guha, *Gandhi Before India*, Penguin, 2013.
5. Bhikhu Parekh, *Gandhi's Political Philosophy: A critical examination*, Springer, 1989.

## HS 146: Introduction to Modern Indian Political Thought

**Credit: 3-0-0-6**

**Preamble:** Modern Indian Political Thought is one of the fascinating areas of scholarly debates and discussions in contemporary India. It also signifies a shift away from excessive reliance upon Eurocentric views, methods, and concepts to study and interpret Indian society and its politics. The major objective of this course is to introduce the students to some of the key modern Indian thinkers and their ideas which helped in shaping the society and politics of modern India.

**Course Contents:** Raja Rammohan Roy: Religious Reforms, Modern Education & Freedom of Press; Rabindranath Tagore: Nationalism and Cosmopolitanism; Aurobindo Ghosh: Self, Community and Religion; Vivekananda: Revitalisation of Indian life; M. K. Gandhi: Hind Swaraj and the Critique of Modern Civilisation; Muhammad Iqbal: Community, Religion, and Nation; Savarkar: Hinduism and Hindutva; Jawahar Lal Nehru: *Discovery of India* and Internationalism; B. R. Ambedkar: Liberal Democracy and Constitutional Morality; Lohiya: Caste & Class, and views on Indian Languages; Pt. Ramabai: Gender and Caste.

### **Texts:**

1. Guha, Ramchandra, *Makers of Modern India*, Penguin: Delhi, 2010.
2. Pantham, Thomas and K. L. Deutsch eds., *Political Thought in Modern India*, Sage: Delhi, 1986.
3. Singh, M. P. and Himanshu Roy eds., *Indian Political Thought: Themes and Thinkers*, Pearson: Delhi, 2011.
4. Verma, V. P., *Modern Indian Political Thought*, Lakshmi Narayan Agarwal: Agra, 2005.

### **References:**

1. Datta, P. K., and Sanjay Palshikar eds., *Indian Political Thought*, ICSSR & Oxford University Press: New Delhi, 2013.
2. Mcdermott, Rachel Fell et. al., *Sources of Indian Traditions*, Penguin: Gurgaon, 2014.
3. Mehta, V. R., *Foundations of Indian Political Thought*, Manohar: Delhi, 2013.
4. Singh, Aakash and Silika Mohapatra eds., *Indian Political Thought: A Reader*, Routledge: London & New York, 2012.
5. Vajpeyi, Ananya, *Righteous Republic: The Political Foundations of Modern India*, Harvard University Press: Cambridge, 2012.

## **Level 2 (Courses applicable for the seventh and eighth semesters)**

**HS 202**

**Modern Western Drama**

**3-0-0-6**

**Preamble:** This continuation of the study of human society's predilection for theatre explores drama in the modern world. The course studies the development of modern and contemporary dramatic theory and explores the work of major playwrights to see how the art evolves in conversation with tradition and history. Aesthetic, cultural and political movements in the theatre and postmodern experiments in transmedia and metatheatres are incorporated in the discussion to understand the ways in which playwrights tease and play with time, space and the human imagination in the creation of the dramatic experience.

**Course Content:** History of modern drama; Concepts and movements: Naturalism, Realism, the problem play, Surrealism, Expressionism, epic theatre, theatre of the absurd, theatre of cruelty, theatre of identity and protest, the one-act play; Postmodern experiments: performance, style, technique; Women playwrights: Margaret Cavendish, Aphra Behn, Susannah Centlivre, Lady Gregory, Susan Glaspell, Sophie Treadwell, Ntozake Shange (choreopoem); Major playwrights: Strindbergh, Ibsen, Wilde, Chekhov, Shaw, Synge, Osborne, Lorca, Pirandello, Brecht, Pinter, Bond, Albee; Theories of theatre and critical apparatus: Schopenhauer, Hegel, Nietzsche, Strindberg, Maeterlinck, Marinetti, Brecht, Soyinka; Anton Chekhov: *The Cherry Orchard*; J. M. Synge: *Riders to the Sea*; Samuel Beckett: *Happy Days*; Sophie Treadwell: *Machinal*.

### **References :**

1. Puchner, Martin et al. eds. *The Norton Anthology of Drama*. Norton, (3<sup>rd</sup> ed.), 2017.
2. Beckett, Samuel. "Happy Days." *The Complete Dramatic Works*. Faber, 2006.
3. Gerould, Daniel ed. *Theatre/Theory/Theatre: The Major Critical Texts from Aristotle and Zeami to Soyinka and Havel*. New York: Applause Theatre and Cinema Books, 2000.
4. Carlson, Marvin. *Theories of the Theatre: A Historical and Critical Survey, from the Greeks to the Present*. New York: Cornell University Press, 1993.

Human Resource Management: Concept, definitions, objectives, and scope; Traditional personnel management and modern HRM approaches; Human Resource Planning: Approaches, processes, and objectives; Recruitment: Concept, objectives, factors, sources, methods, and evaluations; Selection: Concept, objectives, and methods; Orientation and Induction: Concept, process of socializing the employees; Employee Training: Concept, factors, purpose, methods and development; Performance Appraisal: Purpose, objectives, approaches, methods, and MBO; Internal mobility: Concept of promotion, demotion, transfer, suspension, and concept of job enrichment and job enlargement; Compensation and Reward System: Concept, objectives, methods.

**Text:**

1. A. Monnappa & M.S. Saiyadain. *Personnel Management*, TMH, 1998.
2. E. B. Flippo. *Personnel Management*, McGraw Hill, 1976.
3. W. Cascio, *Managing Human Resource*, McGraw-Hill, 1998.
4. H. J. Bernardin and J. E. A. Russell, *Human Resource Management: An Experiential Approach*, McGraw-Hills, 1998.

**HS 204      Phenomenology And Analytical Philosophy      (3 0 0 6)**

Husserlian phenomenology: introduction: the genesis of Heidegger's 'Being and Time'; the phenomenology of Merleu-Ponty; reflections on Mohanty's theory of philosophy; mind and brain sciences in the 21<sup>st</sup> centuries.

**Text:**

1. R. Sokolowski, *Introduction to Phenomenology*, Cambridge University Press, 2003.
2. R. Bernet, *An Introduction to Husserlian Phenomenology*, Northwestern University Press, 1993.
3. M. C. Dillon, *Merleu-Ponty's Ontology*, Indiana University Press, 1988.
4. Charles Guignon (Ed), *The Cambridge Companion to Heidegger*, Cambridge University Press. 1993.
5. J. N. Mohanty, *Transcendental Phenomenology: An Analytical Account*, Blackwell Publisher, 1989.
6. D. Krishna, K. L. Sharma, *The Philosophy of J. N. Mohanty*, ICPR, 1990.
7. R. L. Solso, *Mind and Brain Sciences in the 21<sup>st</sup> Century*, MIT Press, 1999.

Language and the brain: brain organization for language, aphasia, agrammatism, neurolinguistics, bilingualism, language acquisition, phonology: the organs of speech, places of articulation, vowels, diphthongs and consonants, intonation syntax, descriptive grammar, generative grammar, functional grammar, immediate constituency analysis, morphology, tree structures, semantics, pragmatics, synthetic truth, analytical truth, semantic field, Grice's cooperative principle, metaphorical language, speech act theory, language and society, registers, standardization, language and power, Indian English.

**Text:**

1. G. Finch, *Linguistic Terms and Concepts*, Macmillan, 2000.
2. L. K. Obler and K. Gjerlow, *Language and the Brain*, Cambridge University Press, 1999.
3. A. Goatly, *The Language of Metaphors*, Routledge, 1997.



Contemporary Indian literature in english; examination of main themes; Postcolonial Theory; readings from a few key theorists; some postcolonial issues for discussion; nation and narration; culture and identity; history and the nation; the subaltern; representations of the subaltern; dalit poetry.

**Texts:**

1. S. Tharoor, *The Great Indian Novel*, Aracde Books, 1991.
2. V. Tendulkar, *Ghashiram Kotwal*, Seagull Books, 1986.
3. A. Dangle (Ed), *Poisoned Bread*, Orient Longman, 1992.

**References:**

1. G. N. Devy, *In Another Tongue: Essays on Indian English Literature*, Macmillan, 1995.
2. M. Mukherjee, *The Perishable Empire: Essays on Indian Writing in English*, Oxford University Press, 2000.
3. S. Khilnani, *The Idea of India*, Penguin, 1999.

**HS 207      Concepts and Ideologies in Social Life      (3 0 0 6)**

Eminent Sociologists and their different views of social life: St. Simon: Positivism; Herbert Spencer: Functionalism, Organic analogy; Talcott. Parsons: System analysis; Robert K. Merton: Codification of Functional analysis; Max Weber: Social action and Rationality, Types of social groups; Emile Durkheim: Forms of Solidarity and Division of Labour; Political Sociology: Power and Authority, Consensus and Conflict, State and Stateless societies: Nuer and Zulu political systems of Africa, Elites and Masses; Economic Sociology: Division of Labour, Occupational specialization, Property.

**Texts:**

1. R. Aron, *Main Currents in Sociological Thoughts*, Pelican Books, 1980.
2. T. B. Bottomore, *Sociology-A Guide To Problems and Literature*, Blackie and Son Publishers Pvt Ltd, 1978.
3. M. Weber, *Protestant Ethic and the Spirit of Capitalism*, Allen & Unwin, London, 1976.

**References:**

1. T. Parsons and E. A. Shils, *Towards a General Theory of Action*, Harper and Row, New York, 1952.
2. M. Gluckman, *Custom and Conflict in Africa*, Oxford Basil Blackwell, 1960.
3. C. W. Mills, *The Power Elite*, Oxford University Press, 1956.

Prerequisite: NIL

Applied psychology and applied social psychology: concepts and issues, attitude- nature, measurement, formation, and change, group dynamics- intergroup behaviour, communication processes, conflict and resolution; Psychology and advertising: psychological study of advertising- historical and contem

porary perspectives, psychological factors-perception, memory, learning and attitude, models- AIDA, elaboration likelihood and heuristic-systematic models; Psychology at work: accident, safety and performance, accident proneness principle, prediction and reduction, human engineering; Work and well-being- technological adaptation and behavioural consequences, psychophysiology of stress, work and stress model, stressors, consequences of stress, stress management, biofeedback applications.

**Texts:**

1. R. Bayne, and I. Horton, *Applied Psychology*, Sage publications, 2003.
2. A. Furnham, *The Psychology of Behaviour at Work*, Psychology Press, 1997.
3. D. Harris, *Engineering Psychology and Cognitive Ergonomics*, Aldershot: Ashgate, 1997.

**References:**

1. R. Gifford, (Ed.), *Applied psychology: Variety and opportunity*, Allyn and Bacon, 1991.
2. M.L. Blum, and J.C. Naylor, *Industrial Psychology*, CBS Publishers & Distributors, 1984.
3. D.M. Pestonjee, *Stress and Coping: The Indian Experience*, 2<sup>nd</sup> ed., Sage Publications, 1999.

**HS 209**

**Critical Thinking**

**(3-0-0-6)**

Pre-requisite: Nil

Introduction: nature and scope; basic concepts: truth and validity, arguments, premises; language: words and meanings, intention and extension of terms, definitional techniques; propositions: components, quality, quantity and distribution; immediate inferences: conversion, obversion, square of opposition; mediate inferences: categorical syllogisms – form, mood, figure, rules of inference; hypothetical and disjunctive syllogisms; propositional logic: symbols and translation, truth functions, truth tables for arguments; inductive reasoning; fallacies: formal, informal; philosophy and critical thinking: Indian and western

**Texts:**

1. L. Vaughn, *The Power of Critical Thinking*, Oxford: Oxford University Press, 2005.
2. P. J. Hurley, *A Concise Introduction to Logic*, London: Wadsworth, 2000.

**Reference:**

1. I. M. Copi, *Introduction to Logic*, New Delhi: Prentice-Hall of India, 2004.

**Pre-requisite: Nil**

Science and technology as socio-technical systems; Innovation in science and technology: socio-historical and politico-cultural processes; Emergence of knowledge economy; Knowledge society and the role of researchers; Science and innovation policy research; Science and democracy; Public sector – industry linkages; Transition from single-helix to triple-helix model of innovation: government–academia–private R&D institutions networking; Diffusion and commercialisation of research; Techno-entrepreneurship; Intellectual property rights: north–south debate; Scientific knowledge in India: from public resource to intellectual property

**Texts**

1. B. Jones and B. Miller, *Innovation Diffusion in the New Economy: The Tacit Component*, Routledge, 2007.
2. A. Webster and K. Packer (Eds.), *Innovation and the Intellectual Property System*, Kluwer Law International, 1996.

**References**

1. Federal Trade Commission, *To Promote Innovation: The Proper Balance of Competition and Patent Law and Policy*, A Report by the Federal Trade Commission, 2003.
2. D.E. Stokes, *Pasteur's Quadrant: Basic Science and Technological Innovation*, Brookings Institution Press, 1997.
3. P. Murmann, *Knowledge and Competitive Advantage: The Coevolution of Firms, Technology and National Institutions*, Cambridge University Press, 2003.
4. C. Edquist and M. McKelvey (Eds.), *Systems of Innovations*, Volumes I and II, Elgar, 2000.

## HS 211 Sound Structure of Language and Speech Analysis (3 0 0 6)

### Pre-requisite: Nil

Fundamentals of speech production and perception; Conventions for representing the sounds of the world's languages; Grammar of speech sounds in various languages; Distinctive features; Phonological patterning and interaction; Syllable structure; Feature geometry; Phonological rules and representations; Underlying and surface forms; Derivations; Processes in child phonology; Morpho-phonemic processes; Constraint-based versus derivational phonological grammars; Phonetics-phonology interface; Categorical versus gradient sound patterns; Preliminaries of Acoustic Phonetics; Tools and techniques of speech analysis: softwares, spectrographic analysis and acoustic measurements.

### Texts:

1. P. Ladefoged, *A Course in Phonetics*. Fort Worth: Harcourt Brace College, 2006.
2. D. Odden, *Introducing Phonology*. Cambridge University Press, 2005.

### References:

1. M. Kenstowicz, *Phonology in Generative Grammar*. Wiley-Blackwell, 1994.
2. P. Ladefoged, *Elements of Acoustic Phonetics*. University of Chicago Press, 1996.
3. P. Lieberman and S.E. Blumstein. *Speech Physiology, Speech Perception and Acoustic Phonetics*. Cambridge University Press, 1988.
4. K. Johnson, *Acoustic and Auditory Phonetics*. Blackwell, 2003.
5. C. Gussenhoven and H. Jacobs, *Understanding Phonology*. Hodder Arnold, 1998.

Public sector in a mixed economy: market failure, the economic rationale of government intervention, public goods and publicly provided private goods, merit goods, public choice; Public sector expenditure: externalities, income redistribution and expenditure programmes, healthcare, social security, cost-benefit analysis; Public sector revenue: tax incidence, efficiency and equity issues, the Indian tax system, tax reforms; Fiscal federalism: fiscal principles and concepts, fiscal institutions; Fiscal policy and economic stabilization: fiscal instruments, deficit and surplus budget, public sector debt, internal and external debt, symmetrical and asymmetrical debt, debt management.

**Texts:**

1. J. Stiglitz, *Economics of the Public Sector*, W. W. Norton and Company, 2000
2. B. P. Herber, *Modern Public Finance*, A.I.T.B.S. Publishers, Indian reprint, 1999

**References:**

1. A. Bagchi (edited), *Readings in Public Finance*, Oxford University Press, 2005
2. R. A. Musgrave, P. B. Musgrave, *Public Finance in Theory and Practice*, McGraw Hill International, Fifth edition, 1989

**Course Goals**

This course is designed to provide insights into the dynamics of human adjustment and mental health in a changing environment. It will address various issues related to human adjustment in personal as well as professional life. More specifically, this course will address: (1) Dynamics of human adjustment (2) Adjustment in the interpersonal realm (3) Adjustment in the transition period of life (e.g. adolescence, adulthood, professional life, adversity or traumatic events) (4) The concept of physical and mental health and their interactions and (5) Psychotherapy. Special emphasis will be given on experiential learning where students will be encouraged to participate in various self-reflective exercises and case study discussions to use the information from the text and lecture.

**Course Contents**

Dynamics of human adjustment; Stress and trauma: nature and consequences; Problem focused and emotion focused coping; Psycho-neuro-immunology: basic concepts, mechanisms, and applications; Human personality and adjustment: psychodynamic, behavioral, humanistic and biological perspectives, terror management theory, assessing personality; The self: basic principles of self perception, self regulation and self presentation; Social thinking and social influence: forming impression of others, prejudice and discrimination, persuasion, conformity and compliance; Interpersonal communication: communication problems, interpersonal conflict, effective communication; Development in adolescence and adulthood: transition of adolescence and adulthood, aging and death; Careers and work: models of career choice and development, coping with occupational hazard; Mental and physical health; Habits, lifestyles and health; Psychological disorders: anxiety, somatoform, dissociative, mood and schizophrenic disorders; Psychotherapy: insight and behavioral therapies

**Texts:**

1. W. Weiten, and M. A. Lloyd, *Psychology Applied to Modern Life: Adjustment in the 21st Century*, Wadsworth Publishing, 2007.
2. E. Atwater, *Psychology for Living: Adjustment, Growth, and Behavior Today*, Prentice Hall, 1994.

**References:**

1. J. Ogden, *Health Psychology*, McGraw Hill, 2007
2. H. Herrman, S. Saxena, and R. Moodie, *Promoting mental health: concepts, emerging evidence and practice*, WHO, 2005.



**Pre-requisite: Nil**

**Preamble:** The course provides an overview of various market forms and role of the government. Moving beyond introductory models of perfect competition and monopoly, it takes up issues such as oligopoly, various pricing strategies in the context of imperfect competition, the importance of information and the role of regulatory as well as antitrust authorities. Detailed case studies, wherever applicable, supplement the theoretical part. The course will equip the students with the tools to analyze current industrial scenario and policies.

**Course Content**

Cost concepts in single and multi-product firms, economies of scale and scope; Perfect competition; Monopoly, monopsony, and bilateral monopoly: price discrimination and two part tariff; Product differentiation and monopolistic competition; Oligopoly models: Cournot, Bertrand and Stackelberg, formation and stability of cartels; Role of imperfect information; Antitrust laws; Regulation: peak-load pricing, Ramsey pricing, average cost pricing.

**Texts:**

1. D W Carlton and J M Perloff, *Modern Industrial Organization*, Pearson, 4<sup>th</sup> Ed, 2004.
2. J Church and R Ware, *Industrial Organization: A Strategic Approach*, McGraw Hill, 2000.

**References:**

1. J Tirole, *The Theory of Industrial Organization*, MIT Press, 1988

**Preamble:**

Detective fiction enacts a serious threat to the established social order of a given community only to contain it through the ritualistic rigour of the investigative process. But whose justice is it that the detective story seeks to establish? In classic examples, the social order that is reaffirmed by the narrative's end is that of the dominant ideology, which is upheld as universal and normative. The classic formula, however, has been systematically manipulated by its founders just as it has been consistently challenged by recent writers of the form and this course engages with both the normative and the subversive in such genre fiction. This reading-intensive course studies the major generic variations of detective fiction written for mature readers through socio-political perspectives, questioning the meaning of justice when it is problematised by race, class, gender and historicity. Select classic and contemporary texts are read in juxtaposition with theoretical approaches.

**Course contents:**

Concepts and origins: popular literature, pulp fiction, crime fiction, detective fiction, justice as philosophical and politico-legal category, rise of the modern police force; Sub-genres and meta-genres: murder mystery, golden age mystery, hardboiled/noir thriller, police procedural, conspiracy/spy thriller, serial murder, Nordic noir, feminist detectives, ethnic/postcolonial detectives, postmodern/anti detective fiction; Major authors: Edgar Allan Poe, Arthur Conan Doyle, Wilkie Collins, Rudyard Kipling, Agatha Christie, Raymond Chandler, Dashiell Hammett, G. K. Chesterton, Ngaio Marsh, Dorothy Sayers, Ruth Rendell, Sarah Paretsky, Sue Grafton, Umberto Eco, Jorge Luis Borges, Sharadindu Bandyopadhyay, Alexander McCall Smith, Stieg Larsson, Keigo Higashino, Robert Galbraith (J. K. Rowling), Tarquin Hall; Justice as problematised by sub-generic formulations of the detective narrative; Justice and the outsider: marginality, difference, borders, enclosures; the postmodern detective novel and the problem of justice.

**Texts:**

1. Christie, A., *And Then There Were None* (first published 1939 or reprint).
2. Bandyopadhyay, S., 'The Menagerie', in Sreejata Guha-trans, *The Glass Menagerie and Other Byomkesh Bakshi Stories*, Penguin Books, New Delhi, 2006. First published in Bengali in 1953.
3. Higashino, K., *The Devotion of Suspect X*, trans. Alexander O. Smith, St Martin's Press, New York and Little, Brown, London, 2011. First published in Chinese in 2005.
4. Hall, T., *The Case of the Deadly Butter Chicken*, Simon and Schuster, London, 2012.
5. Galbraith, R. (pseud.), *The Silkworm*, Little, Brown, London, 2014.

**References:**

1. Delamater, J. H. and Prigozy R. (Eds.), *Theory and Practice of Classic Detective Fiction*, Greenwood Press, Westport, CT, 1997.
2. Bleiler, R. J., *Reference Guide to Mystery and Detective Fiction*, Libraries Unlimited Inc., Englewood, CO, 1999.

**Preamble:** This course introduces students to the ways in which social and cultural contexts prevailing in India during the 19th and 20th centuries mediated the development and use of certain technologies. It also traces the impact that these technologies had on how modernity came to be lived and experienced in the Indian sub-continent. The course discusses the emergence and development of railway, print technology and several 'everyday technologies' that had immediate bearing on human life and activity. In doing so, it seeks to encourage students to look at technology as it existed in relation to, rather than independent of, the social, economic and political transactions of people within a given time and place.

**Course contents:** Social history of technology: defining 'social history', towards a broader definition of the history of technology; Engines of change: coming of the railways, changes in notions of time and space, railways in the time of colonial rule and nationalism, railways and changing social relations, railways and cultural imaginaries of 19th and 20th centuries; Print revolution: establishment and development of printing presses, print and reform, print and the world of language and literature, print and censorship; Everyday technology: defining 'everyday technology', sewing machines and typewriters, gramophones and radios, everyday technology and intersections of race, gender and caste; Gandhi, Chaplain and the critique of technological society: Hind Swaraj and technology, Modern Times and technology, technological imaginary of the modern nation-state.

**Texts:**

1. Headrick, D. R., *Technology: A World History*, Oxford University Press, 2009.
2. Bijker, W.E. and Law, J., *Shaping Technology/Building Societies: Studies in Sociotechnical Change*, Massachusetts Institute of Technology Press, 1992.
3. Burke, P and Briggs, A., *A Social History of the Media: From Gutenberg to the Internet*, Polity Press, 2009.
4. Arnold, D, *Everyday Technology: Machines and the Making of India's Modernity*, University of Chicago Press, 2013.

**References:**

1. Kerr, I.J., *Engines of Change: The Railroads that Made India*, Orient Blackswan, 2012.
2. Orsini, F., *Print and Pleasure: Popular Literature and Entertaining Fictions in Colonial North India*, Permanent Black, 2010.
3. Gupta, P.S., *Radio and the Raj*, Centre for Studies in Social Sciences, 1995.
4. De, S.K., *Gramophone in India: A Brief History*, Uttisthata Press, 1990.
5. Hardiman, D, *Gandhi: In His Time and Ours*, Permanent Black, 2003.
6. Prakash, G, *Another Reason: Science and the Imagination of Modern India*, Princeton University Press,

**Preamble:** The course focuses on the ecology of human societies –human-environment relationships, with reference to cultural ecology and issues surrounding sustainable development. The ecology of human societies is about connections between ecological and human social, cultural, and organizational processes. Based on selected works of ecological anthropologists, this course focuses on the dynamic relationships between human cultures and their ecological environments. It uses basic concepts of anthropology, including the concept of culture as a dynamic system of learned behaviours and beliefs, to better understand how human beings adapt to and change their physical and social surroundings.

**Course contents:** Cultural and Human Ecology: concepts, meanings and interpretations, human-environment interactions; Approaches to Nature and Culture: ecological anthropology perspectives; Environmental Ethics: social ecology, deep ecology and shallow ecology; Natural Resource Management: biodiversity conservation, ethnoecology, symbolism, knowledge and indigenous communities.

**Texts:**

- 1.Descola, P and Pálsson, G. (Eds.), Nature and Society: Anthropological perspectives, Routledge, London and New York, 1996.
- 2.Ellen, R, Parkes, P and Bicker, A. (Eds.), Indigenous Environmental Knowledge and its Transformations Critical Anthropological Perspectives, Harwood academic publishers, U.K., 2005.
- 3.Gottlieb, S. R. (Eds.), This Sacred Earth: Religion, Nature, Environment,Routledge,New York and London, 2004.
- 4.Rappaport, R. A, Ecology, Meaning, and Religion, North Atlantic Books, Richmond,California, 1979.

**References :**

- 1.Gadgil, M. and R. Guha, Ecology and Equity: The Use and Abuse of Nature in Contemporary India,Routledge,London, 1995.
- 2.Geertz, C, The Interpretation of Cultures, Basic Books, New York, 1973. 3.Guha, R. (Ed.), Social Ecology, Oxford University Press, Delhi, 1994.
- 4.Ingold, T, The Perception of the Environment: Essays in Livelihood, Dwelling and Skill, Routledge, London and New York, 2000.
- 5.McGregor, D, "Traditional Ecological Knowledge and Sustainable Development: Towards Coexistence," in Blaser, Mario (Eds.): In the Way of Development: Indigenous Peoples, Life Projects and Globalization,Zed Books, London & New York, 2004.

## HS 219 Archaeological Studies in Ancient Technology 3-0-0-6

**Preamble:** The main aim of the course is to introduce students to the study of ancient technological accomplishments and to understand the evolution of the technical capabilities of the human society. With these technical capabilities human beings modified the physical world according to their need. Was this a survival instinct or an adaptation of a pleasurable lifestyle? Ancient philosophers have opined that technological activities were inextricably bound up with the roots of human biology. The course will help students to understand the genesis of technology and build up discourses on its favourable use.

**Course Content:** Ancient Written Sources of Technology in the Classical World; Primary Technologies: mining and metallurgy, quarrying and stone working, sources of energy, agriculture; Secondary processes and manufacturing: food processing, metal working and tools, wood working, textile production, ceramic production, glass production; Technologies of movement: land and sea transport.

### References:

1. Forbes, R.J, *Studies in Ancient Technology* (Vol. I to VIII), E.J Brill, 1964-72.
2. Oleson John Peter (ed.), *The Oxford Handbook of Engineering and Technology In the Classical World*, Oxford University Press, 2008.
3. Ziman J, *Technological Innovation as an Evolutionary process*, Cambridge University Press, 2000

**Preamble:** This course will be an introduction to modern Indian drama starting from its roots in late 19<sup>th</sup> century Parsi theatre to works by some of the most important playwrights of post-Independence India. The course will also draw attention to the formal links between theatre and the silent era of early cinema and the ways in which theatre has evolved in aesthetic and technological terms to carve out its own space in the midst of the growing popularity of cinema. Another point of discussion will be the dearth of female playwrights and the emergence of the female actress on stage. There will also be readings and discussions of the history of post-Independence Indian theatre and the works of specific playwrights who have formulated their own responses to social and political issues.

**Course Content:** Early precursors of Indian theatre, Parsi Theatre: the historical and cultural role of the colonial state and the native elite in theatre production companies; The politics of gender and performance in early theatre: the lives of early male actors like Jaishankar Bhojak 'Sundari', Jaishankar Prasad and Fida Hussain Narsi; The absence of the female playwright and the emergence of the female actress on stage: the case of Binodini Dasi; Formal links between theatre, dance and silent era cinema; The history of post-Independence Indian theatre: from the Nehruvian Era to the Jana Natya Manch in reclaiming theatre for the people; The role of the National School of Drama in defining Indian theatre; Readings of specific memoirs and plays in response to major debates on nationalism and issues of social and political importance: Mahesh Elkunchwar: 'Garbo', 'Reflection'; Vijay Tendulkar: 'Kamala', 'Sakharam Binder'; Mahesh Dattani: 'Tara', 'Dance like a Man', 'Final Solutions'; Girish Karnad: 'Hayavadana', 'Dreams of Tipu Sultan' and 'Bali'; Badal Sircar: 'Procession', 'Bhoma', 'Stale News'.

#### References:

1. Kathryn Hansen, *Stages of Life*. 2011
2. Kathryn Hansen, *Grounds for Play: The Nautanki Theatre of North India*. 1993.
3. Ananda Lal, *The Oxford Companion to Indian Theatre*. 2004.
4. Arjun Ghosh, *A History of the Jana Natya Manch: Plays for the People*. 2012.
5. Mahesh Elkunchwar, 'Garbo' and 'Reflection' from *Collected Plays*. 2010.
6. Vijay Tendulkar, 'Kamala', and 'Sakharam Binder' from *Five Plays*. 1997.
7. Mahesh Dattani, 'Tara', 'Dance like a Man' and 'Final Solutions' from *Collected Plays*. Penguin India. 2000.
8. Girish Karnad, 'Hayavadana', 'Dreams of Tipu Sultan' and 'Bali' from *Collected Plays*. 2017.
9. Badal Sircar, *Three Plays*. 2009.

## **HS 332 Introduction to the Indian Epics: Ramayana and Mahabharata 3-0-0-6**

Preamble / Objectives (Optional): This course will introduce students to the two major Indian epics, Mahabharata and Ramayana. These texts will be analyzed for their formal elements, which include their construction of authorship, their imagination of space and time through the deployment of certain oral elements including formulae and memory and for their treatment of complex social, ethical and political issues. Selected excerpts will be read and discussed from the texts followed by a discussion of modern retellings of the epics from feminist and Dalit perspectives.

Course Content/ Syllabus (as a single paragraph if it is not containing more than one subject. Sub-topics/ Sections may be separated by commas(,). Topics may be separated by Semi-Colons(;). Chapters may be separated by Full-Stop(.). While starting with broad heading, it may be indicated with Colon symbol before the topics. For example: Multi-variable Calculus: Limits of functions, Continuity, ..... )Introduction to the two Indian epics, Ramayana and Mahabharata: different approaches to the study of the epics, their formal similarities; authorship and temporality in the epics: memory, repetition, orality and formulae; social, ethical and political concerns; contemporary debates on the epics; a focus on literary and textual retellings of Ramayana and Mahabharata from feminist and Dalit perspectives: Paula Richman's Many Ramayanas: The Diversity of a Narrative Tradition in India, Sreekantan Nair and Sara Joseph's Retelling the Ramayana" 'Kanchana Sita' and 'Five Ramayana Stories', M.T. Vasudevan Nair's Bhima Lone Warrior, Devdutt Pattanaik's Sita: An Illustrated Retelling of Ramayana.

### **Texts:**

- 1.Vyasa, The Mahabharata. John D. Smith (trans.) Penguin Classics. 2009
- 2.Valmiki, Ramayana. Arshia Sattar (trans.) Penguin Random House India. 2016.
- 3.Paula Richman, Many Ramayanas: The Diversity of a Narrative Tradition in India. Oxford University Press. 1997.

### **References:**

- 1.V.S. Sukhthankar, The Meaning of the Mahabharata. Motilal Banarasidass. 2016.
- 2.Irawati Karve, Yuganta: the end of an epoch. Orient Blackswan. 2016.
- 3.Sreekantan Nair and Sara Joseph, Retelling the Ramayana: 'Kanchana Sita' and 'Five Ramayana Stories'. Sankranarayanan Vasanthi (trans.) Oxford University Press India. 2005.
- 4.M.T. Vasudevan Nair, Bhima Lone Warrior. Harper Perennial India. 2013.

Organizations: Formal - Informal; Scientific Management and Human Relation Era: Hawthorne Studies; Classical Organization Theory and Design; Modern Organization Theory: Organization as an Open-System; Motivation: Content theories; Process theories; Reinforcement Theories; Group Dynamics and Team Development: Types of Groups and their attributes; Quality Circles and their role in Total Quality Management (TQM); Leadership & Influence Strategies: The Classical Theories of leadership: Iowa, Ohio and Michigan Leadership studies. Trait theory of leadership; Group and Exchange theory of leadership; Charismatic and Transformational leadership theories; Indian Researches on Leadership and Influence strategies; Organizational Culture and Climate: Recent Developments in the area; Indian studies on Organizational culture; Work Culture; Stress in work settings: Organizational stressors, extraorganizational stressors and group stressors; Effect of occupational stress, and individual dispositions and their role in work stress; Decision Making: Contemporary models of Behavioural DM; The Delphi Technique and the Nominal Group Technique.

**Text:**

1. L. N. Jewell & M. Siegall, *Contemporary Industrial/Organizational Psychology*, West Publishing Company, 1990.
2. D. Katz and R. L. Kahn, *The Social Psychology of Organizations*, Wiley, 1966.
3. S. P. Robbins, *Organizational Behaviour*, 1995.
4. F. Luthans, *Organizational Behaviour*, McGraw-Hill, 1995.
5. U. Sekarn, *Organizational Behaviour: Text and Cases*, Tata McGraw Hill, 1996.
6. K. H. Blanchard and P. Hersey, *Management of Organizational Behavior: Utilizing Human Resources*, Prentice-Hall India, 1993.

**References:**

1. M. D. Dunnett, *Handbook of Industrial-Organizational Psychology*, Jaico Press, 1990.
2. M. A. Ansari, *Managing people at work: Leadership styles and influence strategies*, Sage, 1990.
3. J. B. P. Sinha, *Work Culture in Indian Context*, Sage, 1990.



Philosophy of science: objectives, nature and scope, philosophy as a human science and science as natural philosophy.

Nature of scientific explanation: causal laws of Descartes and Leibniz; the pragmatics of explanation: the unification model of explanation; Case studies: Galileo's laws describing the motion of freely falling bodies and projectiles and derivation of Newton's laws and Kepler's laws; Induction: falsifiability, justification and complexity of scientific inferences; ambiguities of induction and Goodman's new riddle of induction; Case study: Bayles' theorem; Metaphysics of scientific entities: realism about scientific entities; Space, time, creation and evolution: Indian and western perspectives; Case studies: axiomatism and computational positivism in mathematics, Godel's theorem; Confirmation of scientific theory: objective evidence, Aristotle's worldview and later developments; problem of under determination of theory by evidence; Case studies: Heisenberg's indeterminacy and quantum collapse; Case study :causation and belief revision: detennination and self-organization, Ramsey test and counterfactual worlds. Geuetic prediction and ethical issues; Challenges to the objectivity of science: the challenge from Kuhnian relativism, the challenge from the sociology of scientific knowledge and social constructivism, the challenge from feminist epistemology and feminist philosophy of science. Case study.

**Texts:**

1. G. Galilie, *Dialogue Concerning the Two Chief World Systems*, translated by S. Drake, Modem Library, 2001.
2. S. I. Newton, *Newton's Mathematical Principles of Natural Philosophy and His System of the World: The System of the World*, Translator A. Motto, Kessinger Publishing Company, 2003.
3. A. I. Rosenberg, *Philosophy of Science: A Contemporary Introduction*, Routledge, 2000.
4. W. C. Salmon, *Four Decades of Scientific Explanation*, University of Minnesota Press, 1989.

**References:**

1. F. Suppe, *The Structure of Scientific Theories*, 2<sup>nd</sup> Ed, University of Illinois Press, 1977.
2. B. Latour and S. Woolgar, *Laboratory Life: The Construction of Scientific Facts*, 2<sup>nd</sup> Ed, Princeton University Press, 1986.
3. C. Howson and P. Urbach, *Scientific Reasoning: The Bayesian Approach*, 1989.
4. D. L. Hull and M. Ruse, *The Philosophy of Biology*, Oxford University Press, 1998.
5. R. Klee, *Introduction to the Philosophy of Science: Cutting Nature at Its Joints*, Oxford University Press, 1997.

Entrepreneurship and an entrepreneurial perspective, economics and entrepreneurship, significance of entrepreneurship, entrepreneurship in relation to small business and corporate venture; Entrepreneurship and innovation: creativity, innovation –technological innovation and scientific knowledge, success factors for entrepreneurship; Business planning for a new venture: the concept of a planning paradigm, the four stage growth model, fundamentals of feasibility plan, steps/common elements; Marketing analysis and competitive analysis, strategies; Forms of business enterprises, Sole proprietorship, partnership and corporations; Financial resources- Project financing: fixed and working capital requirements, equity financing , securities market, venture capital ; debt financing, banks and financial institutions and other non-bank financial sources., Government programmes : direct loan assistance and subsidies, Appraisal of project financing by banks and financial institutions in India. Managing growth and transition: the organization life cycle; The entrepreneur's perspective, changing roles.

**Texts:**

1. D. H. Holt, *Entrepreneurship, New Venture Creation*, Prentice –Hall of India, 1999.
2. S. B. Gupta, *Monetary Economics, Institutions, Theory and Policy*, S. Chand & Company Ltd, 2002.

**References:**

1. D. F. Kuratko and R. M. Hodgetts, *Entrepreneurship, A Contemporary Approach*, The Dryden Press, Harcourt Brace College Publishers, 1998.
2. R. Vishwanathan, *Industrial Finance*, S. Chand & Company Ltd, 1988.
3. L. M. Bhole *Financial Institutions and Markets*, Tata McGraw-Hill, 2001.

**HS 224      LITERATURE AND COGNITION      (3 0 0 6)**

Mind and consciousness: key issues from the scriptures to computers, western cognitive science: overview of historical development, key concepts and contributors, perspectives on creativity: myths and evolution, Sanskrit and western cognitive poetics, folk psychology and cultural relativity: culture-specific texts, cognitive modeling of literary texts I: schemas, scripts, frames and stereotypic knowledge representation, cognitive modeling of literary texts II: parabolic projections and conceptual integration networks, beyond cognitivism in creativity: the hard problem of the author's mind.

**Texts:**

1. M. Turner, *The Literary Mind*, Oxford University Press, 1996.
2. M. Boden, *The Creative Mind: Myths and Mechanisms*, Routledge, 19910.

**References:**

1. D. Reisberg, *Cognition: Exploring the Science of Mind*, Norton, 2001.
2. R. L. Solso and D. W. Massaro (Eds), *The Science of Mind: 2001 and Beyond*, Oxford University Press, 1995.
3. R. A. Wilson and Frank C. Keil (Eds), *The MIT Encyclopaedia of the Cognitive Sciences*, MIT Press, 1999.

Understanding and revisiting autobiography as a literary genre; The ideology of the genre in traditional autobiography: roles and functions; Autobiography as a means of self-expression: personal and social growth; Elements and shape of stories in crafting Life Narratives: Time and Language; Confession: the narrative self and Identity: history, race, ethnography and culture; The politics of subjectivity and resistance; Tensions between creativity, verisimilitude and sacred secrets; Interplay between Self, Mind and Inner Speech; Connection of Autobiography to memory, terror, trauma, , gender, class and space; Autobiography and Truth: forms of truth, fiction and truth; Journaling as a central feature of autobiographic narrative : the beginnings, the objective and the scientific, rhetoric and style; Revising Autobiography, Almanac and Memoir; Imagining future autobiographical manifestoes in media and technology: alternative futures for the 21<sup>st</sup> Century 'I' , websites as new sites for Life Narratives, blogging and weblogs as public journals.

**Texts:**

1. A.P.J., Abdul Kalam, *Wings of Fire: An Autobiography of APJ. Abdul Kalam*, Orient Longman, 1999.
2. M.K., Gandhi, *An Autobiography: The Story of My Experiments With Truth*, Beacon Press, (Reprint) 1993.
3. N., Mandela, *Long Walk to Freedom: The Autobiography of Nelson Mandela* Tag, Back Bay Books, 1995.
4. C. L., Hobbs, *The Elements of Autobiography and Life Narratives*, University of Oklahoma, Longman, 2004.

**References:**

1. M. L. King Jr., *The Autobiography of Martin Luther King, Jr.*, Warner Books, 2001.
2. A. Hitler, *Mein Kampf*, Mariner Books, Reissue edition, 1998.
3. M. Angelou, *I Know Why the Caged Bird Sings*, New York, Bantam, 1971.
4. M. M. Bakhtin, *The Dialogic Imagination: Four Essays*, M., Holquist, (Ed), Austin, University of Texas Press, 1981.
5. B. Franklin's *Autobiography*, W. W. Norton & Company, 1985.
6. J. J. Rousseau, *Confessions*, W. C., Mallory (Trans), 1782 (1<sup>st</sup> published), eBooks@Adelaide, 2004.
7. A. Frank, *Anne Frank: The Diary of a Young Girl*, 1947, (1<sup>st</sup> published), Bantam, 1993.
8. D. Lama. *Freedom in Exile*, San Francisco, Harper, 1991.

**HS 226**

**PHILOSOPHICAL ISSUES**

**(3 0 0 6)**

Thinking: understanding of insight, importance of metaphor in insight, understanding the process of abstraction; BEING: allegory of the cave by Plato, world of becoming in Aristotle; Bodiliness: experience of body as object, experience of body as subject, phenomenology of the body, human person as factual being; emotion, body and self: gender differences in emotional experience and expression; Freedom: existentialism and humanism in Jean Paul Sartre; man's search for meaning: the philosophical doctrines of Wittgenstein ;Intersubjectivity: critique of Western logocentrism, communicative ethics, the experience of indifference, the experiences of hate, and love, loving encounter.

**Texts:**

1. D. Levy, *The Integrity of Thinking*, University of Missouri Press, 2002.
2. P. Ricour, *What Makes Us Think? A Neuroscientist and a Philosopher Argue About Ethics, Human Nature, and the Brain*, Princeton University Press, 2002.
3. P. Abela, *Kant's Empirical Realism*, Oxford University Press, 2002.
4. F. Baid, *20<sup>th</sup> Century Philosophy*. Prentice Hall, 2002.
5. R Kraut, *Plato's Republic: Critical Essays*, Rowman & Littlefield Publishers, 1997.

Pre-Requisite: Nil

Technology and culture: base, superstructure, hegemony, alienation, commodity fetishism and cultural materialism; 'technologization' of culture; techno-culture; consumption; culture and communication in the age of globalization; impact of changes in language and communication: theory of the public sphere; readings from selected theorists: Habermas, Thompson and Baudrillard; Drama as communication; dramatic art as mediated representation of culture; drama in the age of technology; modern and postmodern drama; drama and communication of cultural critique: the Absurd Theatre as a case study.

**Texts:**

1. A. Giddens et.al ed., *The Polity Reader in Cultural Theory*, Polity Press, 2004.
2. H. Pinter, *The Dwarfs and Nine Revue Sketches*, Faber and Faber: London, 1998.
3. S. Beckett, *Waiting For Godot*, Grove Press: New York, 1954.

**References:**

1. A. Appadurai, *Modernity at Large: Cultural Dimensions of Globalization*, Univ. of Minnesota Press, 1996.
2. S. During ed., *The Cultural Studies Reader*, Routledge: London, 1993.
3. R. Williams, *Problems in Materialism and Culture: Selected Essays*, Verso, 1980.
4. M. Esslin, *The Theatre of the Absurd*, Pelican, 1980.

Pre-Requisite: Nil

Orientations: information age, perspectives of information society; Social impact of information technology: global village, surveillance, computer literacy, information versus knowledge, netizens versus citizens; Cyber sociology: cybernetics and socialization, identity and anonymity, order and deviance, co-operation and conflict, emergence of cyber society; Cyber culture: cultural politics of cyber space, political economy in cyber space, spirituality and cyberspace, cyber ethics and law, cyber crime, cyber relations, social implications of cyber culture on society.

Texts:

1. P. Nayar, *Virtual Worlds*, Sage Publications: London, 2004.
2. D. Tofts, A. Jonson and A. Cavallaro ed., *Prefiguring Cyber Culture: An Intellectual History*, MIT Press: New York, 2003.

References:

1. M. Castells, *The Rise of Network Society*, Blackwell: Oxford, 1996.
2. G. Lelia, *Communication, Technology and Society*, Sage Publications: New Delhi, 2001.

Prerequisite: Nil

The economy and the environment: economy-environment interaction, the first and second law of thermodynamics, environmental degradation as market failure, Pigouvian tax, property rights and transactions costs; Economics of natural resources: renewable and non-renewable resources, common property resources, open access, the tragedy of commons; Valuation methods: classification of environment and resource flows, use values, option values and non-use value, contingent valuation, hedonic pricing, travel cost method, environmental impact assessment; Pollution control: pollution prevention, control and abatement, command and control instruments and market based instruments – taxes vs. tradeable permits, overview of different acts/laws for pollution control in India ; Environment and development: environment-development trade off, environmental Kuznet's curve, poverty and environment, sustainable development- concepts and indicators, environmentally adjusted GDP, System of Integrated Environmental and Economic Accounting (SEEA).

**Texts:**

1. N. Hanley, J. F. Shogren and B. White, *An Introduction to Environmental Economics*, Oxford University Press, 2001
2. C. Kolstad, *Environmental Economics*, Oxford University Press, 2000

**References:**

1. U. Sankar (ed.), *Environmental Economics (Readers in Economics)*, Oxford University Press, 2001
2. T. Tietenberg, *Environmental and Natural Resource Economics*, Pearson Education, 2004



Independence and consequences of the partition; Making of the constitution; Towards a nation-state: general election, annexation of princely states; Resettling boundaries: linguistic re-organisation of the country; Land reform and the agrarian question; Planning commission and development programme; International disputes: Indo-Pak wars-1947, 1965, 1972, Indo-China war 1962 ; Social conflicts and caste mobilisation; From Nehruvian legacy to regional political formations; Environment and Polity; Popular culture and the making of contemporary India.

### Texts

1. R. Guha, *India After Gandhi*, HarperCollins, 2007.
2. B. Chandra, A. Mukherjee and M. Mukherjee, *India since Independence*, Penguin, 2008.

### References

1. B.R. Tomlinson, *The Economy of Modern India, 1860-1970*, Cambridge, 1996.
2. P. R. Brass, *The Politics of India since Independence*, Cambridge, 1994.

## HS 230 INDIA'S NORTHEAST: A PANORAMIC PERSPECTIVE (3-0-0-6)

Geography, history, population (tribes and communities), economy, education, industry, agriculture, natural resources of the region; Profiles of eight states – Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Manipur – North Eastern Council and its integrative role; Government and politics – elections – political parties, regional party formations and their histories – problems of development; Local governance – panchayat raj institutions, Sixth Scheduled institutions in tribal and hill areas, non-Sixth Scheduled institutions in Nagaland, traditional institutions, such as, Keban and Buliang in Arunachal Pradesh; Insurgency movements in the region – the Naga secessionist movement, the MNF movement during 1961-1986, the ULFA movement, the tribal armed insurgency in Tripura, the Bodo movement – peace processes since 1953 – a brief historical perspective; North East India and its connectivity with South and Southeast Asia – its role as a corridor, the Asian Highway and the Stilwell road.

### Texts:

1. N.N. Pandey, *India's North-Eastern Region*, Institute of Southeast Asian Studies, Singapore, 2008
2. A. Baruah, *India's Northeast: Development Issues in a Historical Perspective*, Manohar, New Delhi, 2005..

### References:

1. D. N.. Bordoloi, *Tribes of Assam* , Lawyers, Guwahati, 1998.
2. S. Chaube, *Hill Politics in Northeast India* , Orient Longman, Bombay,1993
3. P. Das, and N. Goswami (eds), *India's North East: New Vistas for Peace* , Manas, New Delhi , 2008.
4. E. Gait, *A History of Assam* , Thacker Spink, Calcutta, 1933.
5. P. Hazarika, *Economic Development and Ecological Balance in Assam* , DVS, Guwahati, 2009.
6. M. Taher, and P. Ahmed, *Geography of North-East India* , El-Dorado Publication, Guwahati, 1998

Sociology of communication; Basic concepts: mass media, new media (ICTs), mass culture and popular culture; Tracing history: from radio networks to ICTs; Theoretical Perspectives: Bourdieu, Habermas, Thompson, Baudrillard, Hall; Role of communication media in socio-political and cultural change: manufacturing of public opinion, media stereotypes and representation, ICTs and digital divide, censorship; Television studies: audience and meaning constructions; Popular cinema: utopia & dystopia, constructing national culture; Youth subculture: globalisation, localisation, glocalisation; Gender and popular literature.

**Texts:**

1. M. Warschauer, *Technology and Social Inclusion: Rethinking the Digital Divide*, MIT Press, 2003
2. S. During (edited), *The Cultural Studies Reader*, Routledge, 2000.

**References**

1. *The Polity Reader in Cultural Theory*, Polity Press, 2004.
2. J. Fiske, *Reading the Popular*, Routledge, 2000.

Introduction to climate change; Climate models and climate change debate; Economic growth, wellbeing and sustainability: Impact, Population, Affluence and Technology (IPAT) model, ecological footprint, green GDP; Climate change equity: economics, discounting, inter-generational equity, intra-generational equity and development rights; Concepts of adaptation and mitigation; Mitigation mechanisms: carbon trading versus carbon taxes, Clean Development Mechanism (CDM), Reducing Emissions from Deforestation and Forest Degradation (REDD), Joint Implementation (JI) and voluntary markets; Costs of climate change and benefits of mitigation; Consensus on Climate Change: United Nations Framework Convention (UNFCCC), Kyoto Protocol, Intergovernmental Panel on Climate Change (IPCC), and other international agreements

### **Texts**

1. R.F. FitzRoy and E. Papyariks, An introduction to Climate Change Economics and Policy, Earthscan publishers, 2010
2. J.T. Hardy, Climate Change – Causes, Effects and Solutions, John Willey and Sons, 2003

### **References**

1. W. D Nordhaus, To Tax or Not to Tax: Alternative Approaches to Slowing Global Warming, Review of Environmental Economics and Policy, 1(1): 26, 2007
2. C. Hadjilambrinos, For Richer or for Poorer? The Role of Science, Politics, and Ethics in the Global, Climate Change Policy Debate, Bulletin of Science, Technology & Society, 19(6): 521-531, 1999
3. T. Hayward, Human Rights Versus Emissions Rights: Climate Justice and the Equitable Distribution of Ecological Space, Ethics and International Affairs, 21(4): 431-450, 2008

The history of Sustainable Development: From Malthus to Sustainable Development, The Brundtland Report, The United Nations Conference in Environment and Development, The World Summit on Sustainable Development; Millennium Development Goals (MDGs): the rationale for MDGs and its link with Sustainable Development; Principles of Sustainability: the precautionary principle and the safe minimum standard; Growth and sustainability: Impact, Population, Affluence and Technology (IPAT) model, ecological footprint, green GDP; Sustainable Development Indicators; Challenges to Sustainable Development: Natural resource depletion and Climate change; International Cooperation: Cooperation between regions, People's Earth Charter, NGO's and social entrepreneurs

### **Texts**

1. Rogers P P, Jalal, K.F and Boyd, A.J, *An Introduction to Sustainable Development*, Earthscan, UK, 2007
2. Daly H.E, *Beyond Growth: the economics of sustainable development*, Beacon Press, Boston, 1996

### **References:**

1. WCED *Our Common Future* (Brundtland Report), Oxford University Press, 1987.
2. World Bank, Report *Sustainable Development in a Dynamic World: Transforming Institutions, Growth, and Quality of Life*, World Development Report, 2003

**Pre-requisites: Nil**

Theory and typology of writing systems: Classification of writing systems; Chinese, Japanese-Korean-Vietnamese, Cuneiform, Egyptian, Semitic, Greek, Roman, English, Indian Abugida, Maya; Theoretical Preliminaries: grapheme, allographs, free and bound graphemes, ligatures, relationship to spoken language, internal structure of writing, sociolinguistics of writing, non-segmental graphemes, unit discrepancies; Chinese: language of written Chinese, relationship between language and writing in Chinese; Japanese-Korean-Vietnamese: history of Japanese kana systems, adoption of kanji, history of Korean writing systems, creation of hangeul, Vietnamese scripts, adoption of Roman scripts in Vietnamese; Cuneiform: creation and evolution of cuneiform, internal structure, Ugaritic and Old Persian cuneiforms; Egyptian: History and evolution of hieroglyphs, deciphering of the Rosetta stone, reading hieroglyphs; Semitic: Abjad writing systems, history of Semitic scripts, Old Hebrew, Arabic, New Hebrew; Greek: evolution of Greek scripts, Phoenician, Linear B; Roman: Latin alphabet system, evolution; English: old English script, middle English script and modern English script; Indian Abugida: Abugida systems, internal structure of Abugida systems; Brahmi, Kharoshthi, Indic scripts; Maya: deciphering the Maya script, reading the Mayan calendar, internal structure of the Maya script.

**Texts:**

1. Henry Rogers, *Writing Systems: A Linguistic Approach*, Blackwell Publishing, 2005.
2. Florian Coulmas, *Writing Systems: An Introduction to their Linguistic Analysis*, Cambridge University Press, 2003.

**References:**

1. Vivian Cook, *The English Writing System*, Arnold, 2004.
2. Florian Coulmas, *The Blackwell Encyclopedia of Writing Systems*, Blackwell Publishing, 1999.

**HS 236      Sociological Perspectives on Modernity      (3-0-0-6)**

**Preamble:** The course is an attempt to come to terms with modernity, a central object of study in the social sciences. In particular, it aims to train students in reflexive sociology of modernity and modernisation. The themes that comprise the course will be both conceptual and substantive in nature.

**Course Contents:** Modernity: thematic preliminaries; Sociological modernism: Marx, Weber and Simmel; Ultra-modernism: structuralist interpretation: Levi-Strauss and Althusser; Western Marxism: Lukacs, Gramsci and Tourainne; Synthesising modernity and social theory; Deconstructing modernity; Modernity in non-modern contexts; The idea of alternative or multiple modernities: cases from Asia, Africa and Latin America; Radicalised modernity: Giddens and Habermas; Dialectic of engaging with and interrogating modernity.

**Texts:**

1. A. Giddens, *The Consequences of Modernity*, Polity, 1989.
2. K. Kumar, *Prophecy and Progress: The Sociology of Industrial and Post-industrial Society*, Penguin, 1986.

**References:**

1. J. Alam, *India: Living with Modernity*, Oxford University Press, 1999.
2. D. Gupta, *Mistaken Modernity: India between Worlds*, HarperCollins, 2001.

**Preamble:** This course attempts to acquaint students with questions of marginality and dispossession and how these are related to discourses of knowledge and power. In the Indian context marginality stems from modes of stratification such as practices of caste, class and gender hierarchies. The course will throw open these issues through the reading of literary texts that seek to represent the voices of those marginalized.

**Course Contents:** Subaltern history and literature; culture: identity and tradition; social stratification: caste, class and gender; knowledge: discourse, power and representation; reform and intervention: Phule, Gandhi and Ambedkar; social change and conflict: empowerment and political representation; Dalit and gender movements: affirmative action and social transformation; subaltern voices: speech, agency and representation; subaltern literature: issues of language and performance, aesthetics and rhetoric of protest; selected readings in English and in English translation.

**Texts:**

1. D.R.Nagaraj, *The Flaming Feet: A Study of the Dalit Movement*, South Forum Press, Bangalore, 1993.
2. M. Bhagavan and A. Feldhaus (Eds.) *Speaking Truth to Power : Religion, Caste and the Subaltern Question in India*, OUP, New Delhi, 2008.

**References:**

1. R. Guha (Ed.), *Subaltern Studies: Writings on South Asian History and Society*, OUP, New Delhi, 1982.
2. C. Nelson and L. Grossberg (Eds.), *Marxism and the Interpretation of Culture*, University of Illinois Press, 1987.
3. V. Chaturvedi (Ed.), *Mapping Subaltern Studies and the Postcolonial*, Verso, London, 2000



## **HS 238 Masculinities in Literature and Popular Culture 3-0-0-6**

**Preamble :**The aim of this module is to examine the complexities involved in the way „masculinity“ is represented in literature, society and popular culture. Through a study of selected texts, the module will offer an understanding of the stereotypes and strategies informing notions about commonly conceived gender roles. It will investigate the expectations and anxieties involved in embodying and enacting pre-assigned masculine roles and how such anxieties may manifest in comic as well as crisis-ridden situations. Drawing on selected texts and critical theorists, this module will offer an understanding of how notions of „gendered“ masculine behavior inform social identities and embodied activities.

**Course contents:** Understanding gender as critical theory and embodied practice: readings from some key theorists of gender; Understanding masculinity: biological and ideological attributes; Masculinity and performativity; The economy of expectations informing notions of „manliness“, „effeminacy“ and „femininity“; Anxieties and comic crises in masculinity; Representations of masculinity in texts and contemporary consumer cultures.

### **Texts:**

- 1.R.Kipling, Kim. Hertfordshire: Wordsworth Classics, 1993.
- 2.G.Orwell, „Shooting an Elephant“, in Shooting an Elephant and Other Essays. London: Penguin, 2003.
- 3.M.Premchand, „The Chess Players“, in The Best of Premchand. New Delhi: Cosmo Publications, 1997.
- 4.W.Shakespeare, Twelfth Night, Or What You Will. Ed. Roger Warren and Stanley Wells. New York: Oxford University Press, 1994.

### **References:**

- 1.M.Berger et al. (Eds.), Constructing Masculinity,Routledge, London and New York,1995.
- 2.J.Butler, Gender Trouble,New York: Routledge, 1990.
- 3.P.Gopinath, Scarecrows of Chivalry: English Masculinities after Empire,University of Virginia Press, Charlottesville,2013.
- 4.M.Holmes, What is Gender? Sociological Approaches,Sage Publications,London,2007.
- 5.M.Sinha, Colonial Masculinity,Manchester University Press, Manchester,1995.

**Preamble:**

The course introduces analysis of economic behavior under uncertainty and asymmetric information. It is divided roughly into three parts. The first part will delve into a single decisionmakers' problem. The second part will be focused on the classic approach to social/economic interaction under asymmetric information. A few lectures will be devoted to develop game theoretic tools under asymmetric information. A key point of the course is various real life applications.

**Course contents:**

Methodology of economics: a brief overview; Expected Utility: lotteries, axioms, vNM utility, stochastic dominance; Individual attitude towards risk: measures, state dependent utility; Applications: portfolio choice, insurance; Principal agent problems: Hidden type and Hidden action; Solution and applications: auctions, industrial organization, credit and insurance; Basic tools of Game Theory: a brief overview; Static games with asymmetric information: Bayes' Nash Equilibrium, application: oligopoly games with imperfect information; Extensive games with asymmetric information: Sequential equilibrium; Applications: signaling game, agenda control in a committee, elections as disciplining device .

**Texts:**

1. Macho-Stadler, I. and Pérez-Castrillo, D., An Introduction to the Economics of Information, OUP, Oxford, 2001.
2. Osborne, M.J, An Introduction to Game Theory, OUP, Oxford, 2009.
3. Pyndick R, Rubinfeld D and Mehta J, Microeconomics, Pearson India Limited, 2009.

**References:**

1. Bolton, P and Dewatripont, M, Contract Theory, MIT Press, 2005.
2. Gibbons, R., Game Theory for Applied Economists, Princeton University Press, 1997

**Preamble:** Both literary and scientific texts belong to an established historical tradition and constitute canons for general or specialized study. But the study of correspondences and links between science and literature has not been common practice. The rift between science and the humanities, memorably termed the „two cultures“ by British novelist and physical chemist C. P. Snow in 1959, has come to be perceived as ever-growing by scientists and non-scientists alike. The Kuhnian concept of scientific revolutions, first posited in 1962 by a scientist trying to teach science to humanities students, ironically led to a further entrenchment of the divide. Yet where scientific narrative and literary narrative can most obviously overlap is in the use of imagination and the evocation of wonder, and recent tendencies in science studies in literature highlight the kinship between the two kinds of writing. This course samples short extracts and anthology pieces from texts by scientists and science writers over six centuries from the European Renaissance onwards in these terms to understand how the study of texts from the two cultures can prove rewarding as literature in both content and genre.

**Course content:** History of science writing: chronology and timeline, major events, „the scientific revolution“; Natural philosophy and elite science: philosophy, technology and jargon; Thomas Kuhn: sociology and philosophy of science, asking new questions of old data, paradigm shifts; „Science wars“: Social Text and the Sokal Affair, scientific realism and postmodern critique; Literature and science studies: Gillian Beer, George Levine, Ralph O'Connor; Literary science writing: Galileo Galilei (1564-1642), Robert Hooke (1635-1703), Voltaire (1694-1778), Charles Darwin (1809-1882), Ronald Ross (1857-1932), Peter Medawar (1915-1987), Richard Dawkins (1941-).

**Texts/References:**

1. J. Carey, (Ed.), *The Faber Book of Science*, Faber & Faber, London, UK, 1995.
2. R. Dawkins, (Ed.), *The Oxford Book of Modern Science Writing*, Oxford University Press, 2008.
3. J. Leigh, (Ed.), *Voltaire: Philosophical Letters or Letters Regarding the English Nation*, Prudence L. Steiner trans. Hackett Publishing Co., Indianapolis, 2007.
4. C. Darwin, *The Expression of the Emotions in Man and Animals*, Cambridge University Press, 2009.
5. C. Sleight, *Literature and Science*, Palgrave Macmillan, UK, 2011.
6. T. Kuhn, *The Structure of Scientific Revolutions*, University of Chicago Press, US, 1962

**Preamble:**

This course explores the relationship between cinema and the city, both of which are constellations of temporal and spatial elements that are always in movement and experienced by us. The course has four objectives: first, to see films as representations of the historical transformations in urban space; second, to understand the role of cinema in transforming our experience and understandings of urban time and space; third, to explore how urban spaces shape our experience of cinema as spaces of production, performance, or reception; and fourth, to explore the political possibilities that cinema opens up for rethinking urban space and vice versa.

**Course contents:**

Cinema and city: urban space, urban time, cinematic space, cinematic time, role of art and technology in everyday life, city lights (1931); Urban dystopias: modern capitalism, class structures, segregation, industrialization, metropolis (1927), blade runner (1982); Urban alienation: metropolis and mental life, cities and rationality, modern times (1936); Cities and strangers: urban encounters, desires, stranger-intimacies, chungking expires (1994); Urban utopias: modernist architecture, bureaucracy, modern planning, everyday life, playtime (1967); Urban poverty: urban poor, desires, cinema and slums, i don't want to sleep alone (2006), dharavi (1992); Cinema in city: history of cinemas, multiplexes, cinema industry, religion and cinema, social and material lives of films.

**Texts/References:**

1. R. Sennett, *Classic Essays On the Culture of Cities*, Prentice-Hall. New Jersey, 1969.
2. G. Pratt and R. M. San Juan, *Film and Urban Space: Critical Possibilities*, Edinburgh University Press, Edinburgh, UK, 2014
3. B. Larkin, *Signal and Noise: Media, Infrastructure, and Urban Culture in Nigeria*, Duke University Press, Durham, 2008.
4. A. Abbas, *Hong Kong: Culture and the Politics of Disappearance*, Hong Kong University Press, Hong Kong, 1997.

**Preamble:**

This course helps understand the challenges and opportunities associated with managing transboundary water resources. The course introduces the basic concepts of transboundary waters along with the water war debates. Transboundary cooperation, conflict prevention and mitigation are discussed using analytical frameworks developed to understand the conflict-cooperation relation. The course will also examine the international laws and how legal principles and rules can promote water interaction and cooperation. Furthermore, contemporary issues related to transboundary water conflict and cooperation will be discussed using case studies from international river basins.

**Course Content:**

Introduction to Transboundary waters: water as an international issue, the water war debate, asymmetric endowment; Conflict, Cooperation and Power: coexisting conflict and cooperation, issue of sovereignty, riparian position and externalities, soft and hard power, power asymmetry and hydro hegemon, confronting power; Analyzing Transboundary Water Interaction: the framework of hydro hegemony, TWINS framework, principles of benefit sharing; International Water Laws: concept and evolution, absolute territorial theories and limited territorial sovereignty, UN convention on transboundary waters, role of treaties, bilateral vs. multilateral treaties; Water diplomacy: multi-track water diplomacy, platforms for dialogues and negotiations; Case Studies of Transboundary Water Management Initiatives: the case of Nile, Senegal, Indus, Ganges, Jordan and Mekong River Basin.

**References:**

1. Naho Mirumachi, *Transboundary Water Politics in Developing World*, Routledge, 2015
2. Christina Leb, *Cooperation in the Law of Transboundary Water Resources*, University Press, Cambridge, 2013
3. Anton Earle, *Transboundary Water Management: Principles and Practice*, Routledge, 2010
4. Aaron Wolf, *Regional Water Cooperation as Confidence Building: Water Management as a Strategy for Peace*, Adelphi Research, 2006

**Preamble:**

Drawing from sociological and Jurisprudential literature/theories from India and abroad, this course proposes to provide a critical introduction to the relationship between law and society. It aims to introduce students to the multifaceted ways in which law functions in society and its inevitable albeit differential impact on individuals and groups. Law as a tool of social action and social change will also be discussed. In each of these aspects special emphasis will be given to the context of law and society in India.

**Course Content:**

Law, norms, rules: definitions, distinctions and overlaps; Legal philosophy: legal universalism vs legal pluralism; Perspectives on law: legal positivism, legal realism, critical legal studies, feminist jurisprudence; Historical evolution of law in India: pre-colonial legal pluralism, colonial interventions and establishment of “modern”/formal legal system, continuing colonial impact on formal legal system, pursuit of post-independence legal universalism; Law and social institutions in India: laws’ intersection with religion and secularism, family, gender and sexuality, caste, tribes, and affirmative action; Law and social change: towards an Indian jurisprudence of social action and Public Interest Litigation (PIL).

**References:**

1. Roger Cotterrell. *The Sociology of Law: An Introduction*. Butterworths, 2003
2. .Indra Deva. Ed. *Sociology of Law*. Oxford India Readings on Sociology and Social Anthropology. Oxford University Press. 2009
3. Marc Galanter and Rajeev Dhawan. *Law and Society in Modern India*. Oxford University Press. 1993
4. John Sutton. *Law/Society: Origins, Interactions, and Change*. Thousand Oaks. 2001
5. Yash Ghai, et al. Ed. *The Political Economy of Law: A Third World Reader*. Oxford University Press. 2003

**Preamble:**

This course will familiarise students with the modern history of the evolution of businesses in the Indian subcontinent during the twentieth century from 1900s-2000. It will discuss case studies of businesses and industries to highlight the multi-faceted history of entrepreneurship in India at the turn of the twentieth century ranging from post-Independence banking history to indigenous defence production. It will examine the history of major Indian industrial houses as well as the use of financial diplomacy as an instrument of India's foreign policy after 1947. The course will highlight the historical nature of policies that shaped Indian business cultures in the wider socio-political landscape of the subcontinent.

**Course Content:**

Pre-1947 East India Company and Agency Houses: Introduction and overview; History of economic planning in India; Banking history; Communities and traders associated with early commerce and industry; History of businesses in transport: railway and aviation; Family-owned businesses; Industrial houses: Tata; History of public sector manufacturing; History of the Indian software business; Defence industries in India; Liberalisation of Indian economy; Financial diplomacy and the Indian state.

**References:**

1. Medha Kudaisya (ed) The Oxford India anthology of business history, Oxford University Press: 2011
2. Gita Piramal, Business Maharajas, Penguin: 1996
3. Atul Kohli, Democracy and development in India: from socialism to pro-business, OUP: 2010
4. D. Tripathi and J. Jumani, The concise Oxford history of Indian business, OUP: 2007
5. Douglas Haynes, Small Town Capitalism in Western India: Artisans, Merchants and the Making of the Informal Economy, CUP: 2012
6. Claude Markovits, Merchants, traders, entrepreneurs: Indian business in the colonial era, Palgrave Macmillan: 2008

**Preamble:** This course introduces students to the spectrum of issues and debates in understanding caste in contemporary India. It examines the social, economic, cultural and political aspects of the way in which caste continues to be reproduced in both rural and urban areas even as its shape and form continue to be dynamic. By engaging with the twin concepts of deprivation and privilege, the course examines these aspects through contemporary politics around caste in India.

**Course Content:** Introduction: genesis of the caste system, understanding caste and varna; Caste across rural India: village society, agrarian structure, occupational patterns; Caste across urban India: urban landscapes, employment and labour; Caste and politics: politicization of caste and castization of politics; Caste and gender: interlinkages, community and honour; Caste and education: affirmative action, higher education, knowledge production; Caste and assertion: Dalit Panthers, Ranvir Sena, Gujjar, Patel and Jat reservation uprisings, Una movement.

### **Texts and References**

- Deshpande, S., *The Problem of Caste (EPW)*, Orient Blackswan, 2014.  
Thorat, S. and K.S. Newman, *Blocked by Caste*, Oxford University Press, 2012.  
Teltumbde, A., *The Persistence of Caste*, Navayana, 2010.  
Dangle, A., *Poisoned Bread*, Orient Blackswan 2009.  
Kothari, R., *Caste in Indian Politics*, Orient Blackswan, 2010.